REPORT RESUMES

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RESEARCH AND INVESTIGATIONS IN ADULT EDUCATION.
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THE 177 REPORTS COMPRISING THIS RESEARCH REVIEW DEAL WITH SUCH AREAS AND TOPICS AS LEARNING-RELATED ABILITIES, INTERESTS, AND MOTIVES, PROGRAM PLANNING AND ADMINISTRATION, LEARNING FORMATS AND ENVIRONMENTS, INSTRUCTIONAL METHODS AND TECHNIQUES, ADULT BASIC EDUCATION, VOCATIONAL EDUCATION, MANAGEMENT AND THE PROFESSIONS, INSTITUTIONAL SPONSORS (CHIEFLY IN EXTENSION EDUCATION), AND RESEARCH METHODOLOGY. AS STIPULATED BY THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) OF THE U.S. OFFICE OF EDUCATION, EACH REPORT INCLUDES THE TITLE, AUTHOR, STANDARD BIBLIOGRAPHIC CITATION, AND A SIGNED ABSTRACT SUMMARIZING PURPOSE, METHODS, AND FINDINGS IN ABOUT 200 WORDS. EXCEPT FOR REPORTS FROM STANDARD JOURNALS AND OTHER PUBLISHED SOURCES, MOST ITEMS LISTED CAN BE PURCHASED IN MICROFILM, MICROFICHE, OR HARD COPY REPRODUCTION EITHER FROM UNIVERSITY MICROFILMS, INC., OR FROM THE ERIC DOCUMENT REPRODUCTION CENTER (EDRS). THIS DOCUMENT WAS ALSO PUBLISHED IN ADULT EDUCATION, VOLUME 17, NUMBER FOUR, SUMMER 1967. ADULT EDUCATION IS ISSUED QUARTERLY BY THE ADULT EDUCATION ASSOCIATION OF THE U.S.A., 1225 NINETEENTH ST., N.W., WASHINGTON, D.C. 20036. (EB)

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Summer 1967

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You are invited to attend
The 1967 Conference of
Adult Education Association of the U.S.A.
November 15-20
The Bellvue Stratford
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ISSUED QUARTERLY BY THE ADULT EDUCATION ASSOCIATION OF THE UNITED STATES OF AMERICA

Research and Investigations in Adult Education

Compiled by the ERIC CLEARINGHOUSE ON ADULT EDUCATION*
ROGER DeCROW, Director

THE RESEARCH review this year has been prepared by the ERIC Clearinghouse on Adult Education (ERIC/-AE), newly established by Syracuse University in cooperation with the Educational Research Information Center (ERIC) of the U.S. Office of Education to provide information services to the adult education and training profession.

We wish to thank the many researchers who submitted reports and to explain various changes we have introduced in the review. Some resumes, omitted because of publication deadlines, will be carried in the next review.

Science Information Exchange

This review contains 177 reports of research completed since the last review. It does not contain, as past reviews have, reports of adult education research *in progress.* This change is necessary because of the rapidly increasing bulk of research and because the efficient services of the Science Information Exchange have become available recently to our field.

Since 1948, the Science Information Exchange (SIE), operated by the Smithsonian Institution, has served the nation's scientific community with a computer-aided research-in-progress information system. Its services are free to any responsible user by mail or by telephone. Notices of research funded by the federal government, most foundations, research councils, industries, associations and other sources are routinely put into SIE's computer files from which printouts of resumes by subject are supplied on request and without charge. Some 100,000 summaries of research studies in progress from all basic and applied research fields are currently on file. From this file, a professional staff experienced in a broad range of disciplines using computer methods and other information-handling techniques, responds to subject search requests with an output of almost 1,000,000 research resumes per year.

In cooperation with the ERIC network, SIE assures us that its science-based system and staff will provide similar services to the educational research community. SIE staff members have called attention particularly to the presence of many adult education studies in their files and the likelihood, in a field so dependent on related disciplines, that many studies from psychology, sociology and other fields may also be useful in the education and training of adults. They have consulted with staff members of the ERIC Clearinghouse on Adult Education and established more de-

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tailed indexing categories in our areas of interest.

We have, therefore, submitted copies of approximately 150 resumes of research-in-progress to SIE, which were collected for this review. We recommend that adult education researchers and other members of the profession interested in current research learn to use SIE services. You must take the initiative. Simply write or telephone SIE, giving a clear and precise statement of your interest, in whatever detail you think necessary for them to understand your request. They will then call on you for any further clarification that may be needed. In return, you will receive copies of the resumes of projects relevant to your request.

ERIC/AE will monitor requests to SIE from adult education and, if similar requests are often repeated, we will initiate the publication of lists of current research in these subject areas.

We also suggest that when you initiate a research project, you write to SIE* or to ERIC/AE for SIE resume forms, so that your project immediately will be entered in the files. For further information on SIE services, write to SIE or to the ERIC Clearinghouse on Adult Education, 107 Roney Lane, Syracuse, New York 13210.

Explanation of Review

The 177 reports of completed research in this review are listed in a form common throughout the ERIC information network: title, author, standard bibliographic citation and signed abstracts containing purpose, method and brief summary of findings in one paragraph of 200 words or less. AC numbers are the document numbers for filing in ERIC/AE, included for our convenience should you correspond with us about particular reports; for example, in the number AC 000 001E, the E indicates that we have submitted this report to Central ERIC for publication in *Research in Education*. These numbers have no subject significance and are meaningless outside ERIC/AE.

Terms with an asterisk are the major indexing terms we have assigned to the document for retrieval purposes. In this review, we have omitted the indexing terms, which may number as many as twenty. The omitted terms are used for searching purposes at ERIC/AE.

We have roughly classified the entries under broad subject categories. Cross references to other categories of possible interest are appended to each category listing. The categories have been determined from the viewpoint of the potential contribution which the study makes to substantive knowledge of adult education clientele, methods, program planning procedures, etc. Those users interested only in the work of particular sponsoring agencies will find the item numbers of studies concerning particular agencies listed at the end of each section, with catchword phrases identifying their content.

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*Science Information Exchange, Smithsonian Institution, Madison National Bank Building, Suite 300, [illegible] M Street, N.W., Washington, D.C. 20036, Telephone: (202) 381-5511 (Government dialing code: 144).

Availability of Reports

Most dissertations at the doctoral level are processed through University Microfilms, Inc. for listing in *Dissertation Abstracts* and for sale in microfilm or hard copy reproductions. Most dissertations in this review will be available from this source, but there may be a considerable delay before they are listed in *Dissertation Abstracts.*

Some of the universities which do not use the University Microfilm services usually sell either hard copy or microfilm reproductions from their own campuses. Some dissertations may be borrowed on interlibrary loans. Masters' theses and papers may be obtained from the library or the academic department of the producing university.

Items containing an EDRS price in the citation may be purchased from the ERIC Document Reproduction Center (EDRS), Bell and Howell Company, 17 Shaw Avenue, Cleveland, Ohio 44112. MF price indicates that the document may be purchased in microfiche form. The microfiche is a 4" x 6" film sheet containing up to 60 pages of text in a reduction ratio of 18:1. It may be read on any standard microfiche reader. HC prices indicate that hard copy reproductions in a 6" x 8" page size may be purchased for the indicated total price, at a rate of four cents per page.

Finally, many of the reports come from standard journals and other published sources. Please obtain these from your library or directly from the source. Please contact ERIC/AE only if you have trouble locating the document, in which case we will either give you the proper source or, if possible, provide copies at cost.

We thank you again for submitting your reports, and we urge you to forward copies of all proposals and reports to ERIC/AE. Your cooperation in providing copies of the reports in hard copy form will greatly improve our services to the field.

Learning Related Abilities, Interests, Motives

1. AC 000 874MI SOME IMPLICATIONS OF A CONCEPT OF GROWTH MOTIVATION FOR ADULT EDUCATION THEORY AND PRACTICE (M.S. thesis). Noreen, David S. Indiana Univ., Bloomington. SEP 66 50p.

TERMS: *educational theories, *self actualization, *adult education, self concept, program evaluation, motivation, learning motivation,

ABSTRACT: This study examines the concept of growth motivation as particularly developed in the theoretical constructs of Abraham H. Maslow, and its implications for adult education theory and practice. It is based on the premise that the theoretical construct of growth-motivation emphasizes self-development which is consistent with the best practices in relation to both general motivational theory and the influences which have contributed to the self-theorist school. Within the framework of growth-motivation theory, the concepts of self, desirable behavioral change, and the learning process are considered. Also growth-motivation theory, with its stress on the processes and content of experience, is seen to be compatible with adult education programs which are concerned with enabling individuals to become mature and fully-functioning. The author contrasts adult education settings which can inhibit growth with those which can implement nuture of the "growth urge." Further research in educational settings which emphasize self-motivated learning is recommended in order to support the theory of growth-motivation. (author/sm)

2. AC 000 538 E CREATIVITY RESEARCH AND ITS IMPLICATIONS FOR ADULT EDUCATION (CSLEA reports). Zahn, Jane C. Center for the Study of Liberal Education for Adults, Boston. 66 EDRS PRICE MF—$0.09 HC–$1.72 43p.

TERMS: *creativity, *program development, *adult education, *creative teaching, *administrator role,

ABSTRACT: This commentary on creativity research defines the creative response, the personality characteristics of the creative person, and outlines the creative process and the barriers and facilitators to it. Creative writers and painters are used as examples. Certain teaching methods encourage creativity–leading the student to question, using analogy, metaphor, and free association of ideas, permitting logical analysis to come late in the discovery process, encouraging skepticism, permitting disorder, leaving blocks of free time for thought, furnishing aesthetic experience, rewarding creativity, and relating subjects to other disciplines or to wider concepts and problems. In adult education the administrator is responsible for designing a curriculum to foster creative capacity, for facilitating the communication of able people within the organization, and for encouraging new ways of approaching problems and interaction among any autonomous faculty and staff. He must be open to new ideas, and be an able, creative person who values the development of sensitive minds. Bibliography contains 24 references. (aj)

3. AC 000 966AI (SEE AC 000 651 C) REVIEW OF LITERATURE (IN Parker, Edwin B. PATTERNS OF ADULT INFORMATION SEEKING, 1966, Chapter 1, pp.3-20). Wade, Serena, 66 18p.

TERMS: *research reviews, *participant characteristics, *mass media, *personal influence, *educational institutions, occupations,

ABSTRACT: This chapter, drawn from a larger study conducted in San Mateo and Fresno, California, during 1964-66, reviews about 40 studies on adult information seeking behavior, i.e., use of educational institutions, mass media, and interpersonal contacts. Use of media (notably magazines and newspapers) to satisfy specific information needs appears to be most frequent among persons with high socioeconomic status, and above average education in particular. Television viewing, with the possible exception of ETV, varied in inverse proportion to socioeconomic status. Participation in formal and informal adult education, as ascertained by the National Opinion Research Center and by others, was skewed toward married men and women under 45, with major superior status in terms of occupation (typically white collar), income, education (usually beyond high school), residential patterns, and social and civic participation. Adult education content generally favored practical information (vocational, domestic, etc.) over general cultural development. Research on various forms of interpersonal information among specialists and laymen largely indicated that specialists tend to learn from influential peers, and that among laymen, generalized influence diffuses downward within social hierarchies. (ly)

4. AC 000 967AI (SEE AC 000 651 C) INFORMATION SEEKING AND COROLLARY BEHAVIORS BY SOURCE OF INFORMATION (IN Parker, Edwin B. PATTERNS OF ADULT INFORMATION SEEKING, 1966, Chapter 3, pp. 25-95). Parker, Edwin B. 66 71p.

TERMS: *participation, *participant data, *adult education programs, *motivation, *information sources, age differences, sex differences,

ABSTRACT: This chapter from a larger study conducted in San Mateo and Fresno, California, during 1964-66, analyzes survey data on uses of sources of information, i.e., mass media (including ETV), interpersonal sources, and various forms of adult education (evening classes, lectures, discussion groups, correspondence courses, private lessons, independent study). Numerous correlations were attempted with socioeconomic and demographic data–primarily age, sex, income, occupation, education, and geographic location–and data on the motives and subject areas involved (practical information, vocational education, cultural enrichment, etc.). Findings show the following–(1) participation in adult education tends to combine with print media use among the better educated and with broadcast media use among the less educated–(2) overall joint use of liberal adult education and all media is strongest among the well educated–(3) age and education were the strongest indicators of joint use, with sex playing a smaller, more specific role, e.g., vocational education favored by men, arts and crafts by women—(4) younger adults and better educated older adults are high in joint use, while older, less educated people are low even in recourse to media, and other persons—(5) younger, more educated adults are apparently most receptive to such technical innovations as computers and communication satellites, and least dependent on radio and TV. Document includes 39 tables. (ly)

5. AC 000 969AI (SEE AC 000 651 C) ACHIEVEMENT MOTIVATION AND INFORMATION SEEKING (IN Parker, Edwin B. PATTERNS OF ADULT INFORMATION SEEKING, 1966, Chapter 5, pp.118-143). Parker, Edwin B. 66 26p.

TERMS: *motivation, *achievement, *participation, *adult education, *mass media, information sources, age differences, television,

ABSTRACT: This exploratory study examines the behavior of high need achievers in areas of mass media use and adult education participation. Achievement motivated men seem to be high users of print media (especially for information), read magazines associated with delayed gratification, exceed low need achievers in citing social contact and/or relaxation as reasons for watching television, and use adult education courses as means of vocational training more than do low achievers. Low achievers tend to read magazines and view programs associated with immediate gratification but are also the only group turning to television for vocational education. The above relationships remained significant even when effects of age, education, and occupation were held constant. When the achievement motivation section of the Thematic Apperception Test (TAT) was applied, high need achievers tended to outscore low need achievers in perception of change during the past or future 5 years, perception of future impact of present activities, importance of hard work (slightly higher), importance of mastery (much higher), and perception of personal responsibility for success or failure. However, an apparent correlation between increasing age and lower scores is viewed as inconclusive because of the college and young adult oriented design of the TAT. Document includes figure and 13 tables. (ly)

6. AC 000 970AI (SEE AC 000 651 C) NEED AFFILIATION, ADULT EDUCATION, AND INFORMATION SEEKING (IN Parker, Edwin B. PATTERNS OF ADULT INFORMATION SEEKING, 1966, Chapter 6, pp.144-162). Parker, Edwin B. 66 19p.

TERMS: *motivation, *affiliation need, *adult education programs, *participant satisfaction, interaction, participation,

ABSTRACT: This chapter reports an attempt to develop an index of the need for affiliation (desire to act and interact with others), and to assess its influence on participation in different settings of adult education and information seeking. Data were drawn from the San Mateo sample (575 respondents), with scoring systems primarily based on Thematic Apperception Test (TAT) results. Relationships between need affiliation and age, sex, income, and individual forms of adult education proved insignificant. High educational levels (at least some college) appear necessary for any positive relation between need affiliation and information seeking through interpersonal sources, i.e., group adult education, and friends, neighbors and other informal sources. Preliminary findings suggest that (1) persons with low affiliation need may avoid group settings and interpersonal contact even with high perceived information needs, but also that (2) perceived information needs are low among the less educated, thus making need affiliation alone an inadequate motive for interpersonal information seeking or group adult education. Document includes figure and 10 tables. (ly)

7. AC 000 971AI (SEE AC 000 651 C) SAN MATEO AND FRESNO QUESTIONNAIRES, QUESTION TESTS AND RESPONSE PERCENTAGES (IN Parker, Edwin B. PATTERNS OF ADULT INFORMATION SEEKING, 1966, Appendix 2, pp.184-219). Parker, Edwin B. 66 36p.

TERMS: *questionnaires, *research methodology, *measurement instruments, *adult education, *information sources, participant data, research,

ABSTRACT: This appendix to a study of adult information seeking conducted in San Mateo and Fresno, California, during 1964-66, gives a 164-item composite questionnaire (including percentages of findings) on the following topics—(1) general educational, socioeconomic, and demographic characteristics of respondents, including related attitudes, (2) uses of media (newspapers, magazines, radio, television, reference and other books, library attendance), formal and informal adult education (evening classes, lectures, on the job training, group discussions, correspondence courses, TV lessons, private lessons, independent study), and interpersonal contacts involving mainly experts and friends, to obtain information, (3) specific application to information seeking in local public affairs, national and international affairs, occupational and homemaking concerns, and leisure activities, and (4) influences of achievement motivation and of affiliation motivation (desire to act and interact with others) on patterns of information seeking. (ly)

8. AC 000 972AI (SEE AC 000 651 C) AN EXPERIMENTAL APPROACH TO THE STUDY OF INFORMATION SEEKING (IN Parker, Edwin B. PATTERNS OF ADULT INFORMATION SEEKING, 1966, Appendix 5, pp.235-253). Parker, Edwin B. 66 19p. illus.

TERMS: *information needs, *motivation, *affiliation need, *ego involvement, information dissemination, self concept,

ABSTRACT: This appendix to a larger study conducted in San Mateo and Fresno, California, during 1964-66, on patterns of adult information seeking, summarizes 2 experiments on ego-involvement, using Stanford University students. One study (1965) investigated information seeking as a function of subjective certainty and the utility of information. The other, varying in methodology from the first, incorporated a desire-for-success motive to balance the fear-of-failure motive that seemed to inhibit information seeking in the first experiment. Information seeking under conditions of low intrinsic utility appeared, in the original study, to unite with ego-involvement to produce increased information seeking. The publicity associated with high intrinsic utility (i.e., writing a report based on the information collected) may have joined with fear of failure to inhibit information seeking. However, findings of the second study showed that increased ego-involvement, manifested as fear of failure, led to decreased information seeking under high publicity conditions, but not otherwise. Failure of the experiments to influence information seeking behavior in any systematic way was attributed in part to extraneous factors affecting the attitudes and performance of the subjects. Related motivational studies are also reviewed. Document includes 5 tables. (ly)

9. AC 000 786 I ANOMIA, ITS RELATIONSHIP TO RURAL NEGROES' AWARENESS OF AND CONTACT WITH PUBLIC AGENCIES, INTEREST IN TRAINING, AND RELUCTANCY TO CHANGE JOBS (M.S. thesis). Riddick, Willie L. North Carolina State Univ., Raleigh. Dept. of Adult Education. 66 91p.

TERMS: *Negroes, *rural environment, *participation, *educational attitudes, *cultural isolation, interviews, adult characteristics,

ABSTRACT: This study was to determine 1) the degree to which anomia (breakdown of sense of attachment to society) exists among rural Negroes and 2) the relationship of this anomia to their contact with public agencies (such as the Agricultural Extension Service), interest in training, and reluctance to change jobs. Data, taken from a larger study by Brown and Marsh in 1964, were collected by personal interviews with 827 Negroes in 12 communities. Subjects range in age from 15-49 and were out of school but not disabled. Analysis was carried out on 3 levels--1) anomia score as measured by the Moon modification of the Srole scale, 2) educational level, and 3) relationship between anomia and behavior variables regardless of educational attainment. Findings--subjects with high anomia scores and low educational attainment had a low degree of contact with the Agricultural Extension Service. There was no relationship between anomia and interest in training. The highly anomic were less reluctant to change jobs. No relationship between education and other behavioral variables was found. Statistical tables, research recommendations, bibliography, glossary, and interview questions are included. (author/aj)

10. AC 000 594 E BREAKTHROUGH IN ON-THE-JOB TRAINING (IN Harvard business review, 44(4), Jul-Aug 66, pp.62-72). Gomersall, Earl R. *Myers, M. Scott. AUG 66 13p.

TERMS: *anxiety, *performance, *on the job training, *evaluation, ABSTRACT: A study was made at Texas Instruments, Inc. of the effect of anxiety on learning time and attitudes among new employees. New women assembly workers were divided into a control group and an experimental group. The controls received the usual 2-hour, first day orientation. The experimental group received this plus a special one-day anxiety-reduction session in which they were encouraged to think of success and to communicate with their supervisors. New and transferred supervisors were trained by the employees. The difference between the groups in learning time and attitude was apparent at once and at the end of one month, the experimental group was significantly outperforming the controls. By reducing anxiety, the following gains were accomplished—training time was cut in half, costs were lowered to one third of previous levels, absenteeism and tardiness dropped to one half, waste and rejects to one fifth, and costs were cut as much as 15 to 30 percent. Charts are included. (ly)

11. AC 000 544JI SELECTED PERSONALITY CHARACTERISTICS AND ACADEMIC PERFORMANCE OF ADULT EVENING COLLEGE STUDENTS (IN Journal of educational research, 59(8), Apr 1966, pp.339-343). White, William F. * and others. 66 5p. tables. Bibliog., pp.342-343.

TERMS: *anxiety, *academic performance, *evening colleges, *career choice, *participant characteristics, evaluation,

ABSTRACT: This study investigated the relationship of anxiety, values, self-concept, and aspirations to academic achievement and career choice of adult evening college students. The Taylor Manifest Anxiety Questionnaire and the Allport-Vernon-Lindzey Study of Values, and a self-concept questionnaire were administered to a sample of 60 men (mean age 27.6), divided into 3 groups by grade point averages, and subdivided by career choices (engineering, business administration, or arts and sciences). No significant difference in anxiety between groups was obtained. Only political attitude was significant in relation to academic standing and 3 attitude dimensions—theoretical, economic, and social—were significant in comparisons of academic departments. Despite similarities in self-reports, strong differences emerged in psychological confidence, generally in direct ratio to academic standing. (ly)

12. AC 000 549JI HOW DO DAY AND EVENING STUDENTS COMPARE? (IN Junior college journal, 37(1), Sep 1966, pp.34-36). Schultz, Raymond E. *Ulmer, R. Curtis. SEP 66 3p.

TERMS: *adult education programs, *academic achievement, *evening programs, *junior colleges, *age differences, ability, pretests,

ABSTRACT: A controlled experiment studied how adults in junior college evening classes compare with day students when achievement is measured by gain on teacher-made or standardized tests. Six day and 6 evening classes of 5 courses, each taught by the same teacher, day and evening, were paired. Course content and methods were identical. Pre-tests were given and readministered as final examinations. The findings showed not only that the performances of the evening class students were generally slightly superior to those of the day classes, but that low-ability young students performed better in the evening classes. Time of day appeared to influence achievement more than did age. Implications for junior college evening programs are discussed. (ja)

13. AC 000 442 I MOTIVES FOR ATTENDANCE AT EVENING ADULT SCHOOL BY FORMER DAY-SCHOOL DROP-OUTS (M.A. thesis). Brash, Fred B. Fresno State College, Fresno, Calif. JAN 64 71p.

TERMS: *participant data, *dropout characteristics, *motivation, *public school adult education, masters theses, females, males,

ABSTRACT: This study attempts to determine the reasons for students' dropping out of day-school, to find why the dropouts go to the Fresno Adult School as part-time evening students, and to study some of their characteristics. This school provides either high school diplomas or elementary certificates. A checklist type questionnaire based on Mildred Parten's "Surveys, polls, and samples" was used, with some revisions. The questionnaire was completed by 685 persons—258 men and 427 women, mainly between the ages of 30 and 35. Some of the findings were that 67 percent were married, 16.9 percent were foreign-born, 55.7

percent decided to go to adult school for a high school diploma or elementary certificate, more students withdrew from day-school in the 10th grade than any other grade, the major reason of male students being to help their families financially. Only 9.4 percent of the total were unemployed. The paper recommends follow-up studies, after 5 and 10 years, of the dropouts from school, to find their reasons, types of occupations, and motivations for attending the adult school. 34 references. Appendix includes the questionnaire used. (sm)

14. AC 000 929*I ACTIVITY PATTERNS OF MIDDLE CLASS WOMEN IN THEIR MID-YEARS–WITH IMPLICATIONS FOR ADULT EDUCATION. (Ed.D. Thesis). Rosenstein, Betty L. California Univ. (Los Angeles). est 66 249p.

TERMS: *females, *middle-age, *activity patterns, *adult characteristics, *educational background.

ABSTRACT: With a focus on middle class women in the mid-years, the interrelationship of life styles and past educational experiences of subjects between 21 and 72 was investigated. Data were obtained through a probing, 6-page questionnaire mailed to 1517 married women, randomly selected from UCLA's Campus Directory. Response rate was 34 percent, with 337 usable questionnaires. Statistical analysis provided comprehensive answers to 4 key questions – 1) what are the women doing, 2) how do they like what they are doing, 3) why are they doing it, and 4) how do their past education experiences influence what they are doing? There was an indication that the women thoroughly enjoyed homemaking, but they supplemented family responsibilities for personal satisfaction. Implications for adult educators were found in a confirmation of the relationship between education and non-homemaking activities, suggesting that alternatives for women may be more a matter of chance than choice. Findings based upon the identification of activity patterns and attitudes toward them, when compared with other socioeconomic groups in future studies, may have wide application. Includes 100 tables and 99 references. (author/ja)

15. AC 000 860*I METHOD ORIENTATIONS OF ADULTS FOR PARTICIPATION IN EDUCATIVE ACTIVITIES (Ph.D. thesis). Blackburn, Donald J. Wisconsin Univ., Madison. Ford Foundation, sponsor. MAY 67 254p.

TERMS: *evaluation, *group methods, *individual methods, *participant satisfaction, *adult learning, adult characteristics,

ABSTRACT: Adult method orientations (the preferences expressed by an adult selecting a method through which to become involved in educative behavior) in 7 subject areas, and selected personal, social, and personality factors thought to influence those orientations were identified. A multistage, area, probability sample of adults in a Wisconsin county yielded 611 completed interviews (86 percent response). Methods were categorized as group or individual and orientations were derived from respondents' expressed preferences of methods to study topics indicated in 3 hypothetical cases within each subject area. Significant differences were found in method of orientations between subject areas. Group method orientations were expressed by the majority of respondents. The proportion of group method orientations tended to increase with increased formal education and family income but decreased with advancing age. Past experience with methods tended to be positively related to method orientations. One or more relationships were observed with sex, residence, birth order, organization participation score, visiting frequency, and withdrawing tendencies. There are tables, the interview schedule, and specific method preferences. (author/aj)

16. AC 000 949*I THE UTILIZATION OF POSITIONAL LEADERS BY COMMUNITY MEMBERS IN A RURAL WISCONSIN COUNTY (Ph.D. thesis). Jahns, Irwin R. Wisconsin Univ., Madison. Dept. of Agriculture and Extension Education. MAR 67 192p.

TERMS: *information sources, *community leaders, *information needs, *consultants,

ABSTRACT: This study investigated the use of leaders in various agencies and professions by adults in a largely rural south central Wisconsin county. The study dealt with the extent to which these leaders, who provide information and service as a part of their professional responsibility, had been contacted, by whom, and for what reasons. Data were obtained from a representative sample of adults in the county under study. Over a third of the sample had contacted none of the positional leaders during the 3 years prior to the study. Nearly a third had contacted 1 or 2, and still another third, 3 or more. Factor analysis of reported contacts identified 5 factors, or problem areas, about which leaders were contacted —rural life education, professional consultation, family and youth education, local political orientation, and social welfare. Findings suggested that those who contacted positional leaders who clustered under any one factor were marked by unique personal, social, and attitudinal attributes. Likewise, those who utilized leaders from 3 or more, 1 or 2, or none of the problem areas, significantly differed from one another. Document includes 34 tables and 49 references. (author/ly)

17. AC 000 650JI A MODEL FOR THE ANALYSIS OF CONTINUING EDUCATION FOR ADULTS (IN Adult Education, 16(4), Sum 66, pp.246-251). Wientge, King M. 66 6p.

TERMS: *adult education, *models, *educational needs, *adult development, age differences, educational methods, educational background.

ABSTRACT: This analytical model for analysis of continuing education for adults has been designed along 3 dimensions—(1) decade of adult development, (2) degree of literacy (illiteracy, functional literacy, average literacy, superior literacy), and (3) types of learning activities (individual study, lectures, group participation with leader, leaderless group discussion). Stages of development are designated as follows—1) finding a mate, home, and job (20s and under), (2) career and family development (ages 30-39), (3) status maintenance and enhancement (ages 40-49), (4) holding on and looking ahead (ages 50-59), (5) career termination and retirement planning (ages 60-69), and (6) living in retirement (age 70 and beyond). Values of the model for program planning and evaluation, classification of research, and development of behavioral theory are suggested. A chart of the model is included. (ly)

18. AC 000 665 I A STUDY OF CATEGORY IV PERSONNEL IN BASIC TRAINING. Goffard, S. James * and others. George Washington Univ., Washington. HumRRO. TR-66-2 U.S. Dept. of the Army, Washington. DA-44-188-ARO-2 APR 66 36p. illus.

TERMS: *participant characteristics, *enlisted men, *intelligence level, *performance, army training, attitudes, socioeconomic background.

ABSTRACT: In anticipation of the Army's projected Special Training and Enlistment Program to upgrade the capabilities of marginal personnel, this study was made of the nature and problems of these men. It examined men in Mental Category IV on the Armed Forces Qualification Test during combat training and compared them with those in other categories, in terms of background, experiences, and achievement. Samples of men were matched on the basis of their Army component. Information was gathered from Army records, peer and superior ratings, and an interview. It was found that more of the men in Category IV came from poor social, economic, educational, and occupational backgrounds and more of them had favorable attitudes toward the Army and had tried to enlist at some earlier time. Although their measured aptitudes, especially those demanding verbal and symbolic abilities, were considerably inferior to the others, there was extensive overlapping of the two groups, particularly on measures of performance. It was concluded that many men in this group are capable in respect of both training and job performance and can be used in the Army without having gone through a program of general educational development. (author/eb)

19. AC 000 623 I (SEE AC 000 869 C) LABOR MARKET ADJUSTMENTS BY UNEMPLOYED WORKERS (IN Ross, Arthur M., ed. EMPLOYMENT POLICY AND THE LABOR MARKET. Berkeley, University of California Press, 1965, Chapter 11, pp.333-357). Sobel, Irvin * Folk, Hugh. 65 25p.

TERMS: *unemployed, *older workers, *labor market, *work attitudes, *adjustment (to environment), age differences, persistence,

ABSTRACT: A study was made of the effects of age and duration of unemployment on labor market adjustments—change in type of work sought, change in method of job search, change in wages sought, and change in area of job search. The sample of 4000 unemployed was stratified so that workers above 45 were overrepresented. It was heavily weighted with less skilled blue-collar workers, 67 percent men, less than 20 percent nonwhite, with 28 percent having completed high school. A control group of workers under 35 was used. Data show that there is considerable difference between expressed willingness to adjust and actual behavior. Few had changed the type of job sought except under pressure of long-term unemployment. Most were unrealistic in refusing to accept lower wages. They were somewhat less inclined to use employment services and their search for jobs was 90 percent restricted to the local market. Many withdrew prematurely from the labor market. Interest in retraining programs declined with age. Both adjustment attitudes and behavior tended to become more flexible with lengthening unemployment, but the effect was slight for workers in their 50s and 60s. Document contains 20 tables. (ly)

SEE ALSO: 34, personality scales as predictors of training success; 37, correlates of persistence and success in university adult education; 43, clientele of correspondence study; 88, abstracts of ergonomics research.

Organization and Administration of Programs

Program Planning

20. AC 000 015 E PROGRAM PLANNING AND PROGRAM EFFECTIVENESS IN UNIVERSITY RESIDENTIAL CENTERS (Ph.D. thesis). Welden, J. Eugene. Chicago Univ., Ill. JUN 66 168 p.

TERMS: *program planning, *evaluation, *residential centers, *program evaluation, *participant involvement,

ABSTRACT: The purpose of this study was to determine the differences between (a) 22 conferences planned without participation representation and (b) 25 planned with participation representation, on 3 measures of program effectiveness—(1) participants' perception of its relevance to personal motives, (2) their expressed satisfaction with it, and (3) their expressed interest in continuing educative activity. A Conference Evaluation form was constructed, pretested, and administered to 1026 men and women attending conferences in 1965 at 5 university residential centers. These conferences were randomly drawn within the 2 types of planning. The majority were directed to increasing vocational or occupational competency. Demographic factors of age (36-55), sex (mostly men), educational level (mostly college graduates), and previous attendance at conferences (59 percent) showed no differences between the groups of participants. Findings showed that participant perception of conference relevance to his personal motives and his satisfaction with it were greater in type-b conferences. The interest inventory did not show significant differences between the 2 groups. It did appear, however, that programs without participant representation ranked higher on acquisition of knowledge and programs with representation ranked higher in associational-participation dimension. (eb)

21. AC 000 118 I DEVELOPMENT OF PROCEDURES FOR DERIVING TRAINING OBJECTIVES FOR JUNIOR OFFICER JOBS. Ammerman, Harry L. George Washington Univ., Washington. HumRRO. U.S. Dept. of the Army, Washington. MAY 66 21p. illus.

TERMS: *training objectives, *job analysis, *army training, *officer personnel, task analysis, task performance, questionnaires,

ABSTRACT: Research was undertaken to develop a systematic method of preparing job-oriented training objectives for junior officers, mainly in the form of behavioral statements of student performance expected after training. The procedures were – a) listing of all tasks for a job, b) selecting tasks for some formal training, c) identifying the training emphasis needed, and d) specifying the knowledge and skills necessary. The procedures included the use of experimental questionnaires, both by personal interview and by mail, reviews of pertinent directives and publications, and visits to field units. Procedures were tried on a sample officer job, a task inventory of 452 items providing the basis for choosing 101 job activities for formal schooling. Of 160 training objectives stated, 46 were performance objectives for which detailed activity descriptions were required. It is believed that use of these procedures by service school personnel to prepare junior officer training objectives is feasible, and that they provide a method for deriving behavioral statements of relevant and essential objectives. (pg)

22. AC 000 159 I THE DERIVATION, ANALYSIS, AND CLASSIFICATION OF INSTRUCTIONAL OBJECTIVES. Ammerman, Harry L. * Melching, William H. George Washington Univ., Washington. HumRRO. TR-66-4. Task INGO. U.S. Dept. of the Army. Office, Chief of Research a[illegible] Development. DA Proj 2J024701A712 01. MAY 66 56p. illus. Bibliog. pp.41-45.

TERMS: *job skills, *research reviews, *taxonomy, *training objectives, educational objectives, data analysis, surveys, data collection,

ABSTRACT: An examination of the methods, terms, and criteria associated with the determination of student performance objectives was made in order to synthesize and apply the relatively new developments in human factors research on this subject. Educational and training research literature was examined and a survey of 8 Army service schools was conducted, to discover procedures used in determining course content. Important problems arising in connection with the development of objectives are identified and analyzed. A system for analyzing instructional objectives by identifying factors that influence their meaningfulness and usefulness was developed. Types of student performance objectives are listed, and a classification scheme for terminal objectives is suggested. The classification is based on 5 factors on which a statement of an objective may vary, affecting the nature of the student action description and the communicability of the statement itself. The variety of terms associated with objectives are discussed. (author/ja)

23. AC 000 647JI SELF-PERCEIVED EDUCATIONAL NEEDS OF ADULTS (IN Adult Education, 16(2), Win 66, pp.92-100). Dobbs, Ralph C. 66 9p.

TERMS: *educational needs, *evaluation, *socioeconomic influences, *adult education programs, adults, adult characteristics,

ABSTRACT:A survey of the expressed educational needs of a sample group of 100 adults, evenly divided between a declining and a nondeclining neighborhood in Indianapolis, Indiana, ascertained predominant aims (largely economic), aspirations, major problems and ways seen to solve them, and specific educational interests. Interest in further training was expressed by 80 percent. Findings on both groups and the total, including educational background and socioeconomic data, indicate considerable need for evening programs of vocational training (mainly mechanics and business), adult basic education, and high school certification courses. Document includes 8 tables. (ly)

24. AC 000 016 E A STUDY OF THE EDUCATIONAL NEEDS OF ADULTS IN WYOMING, A STUDY OF POST-HIGH SCHOOL EDUCATIONAL PROGRAMS AND NEEDS IN WYOMING. O'Dell, Earl D. * Thompson, John T. Wyoming Univ., Laramie. Div. of Adult Educ. and Community Service. U.S. Office of Economic Opportunity, sponsor. 66 368p EDRS PRICE MF–$0.54.

TERMS: *educational needs, *surveys, *adult education, *university extension, *participant characteristics,

ABSTRACT: This is the report, from the Adult Education Division of the University of Wyoming, of a survey made in 1965 of adult educational needs in the state. The purposes of the study were to point up possible improvements in current educational programs and to provide a design for intelligent planning for future needs. Four major tasks were undertaken — (1) an analysis of social and economic conditions which influence education, (2) a definition of the role, purposes, function, and needs of higher education, (3) an analysis and appraisal of existing programs and services of post-high school and adult education, and (4) recommendations for improvement. Numerous tables and figures are included. (pg)

25. AC 000 864*I DIFFERENTIAL MIGRATION IN NORTH CAROLINA 1955-1960, IMPLICATION FOR THE AGRICULTURAL EXTENSION SERVICE (Ph.D. thesis). McNeill, Harold M. Wisconsin Univ., Madison. Sears Roebuck Foundation, sponsor. North Carolina Extension Service, sponsor. JAN 67 147p. Funding $9600.

TERMS: *migrants, *individual characteristics, *urban areas, *rural extension, *migration patterns, migrant adult education,

ABSTRACT: Differential migration in N.C. and its implication for Agricultural

Extension Service were analyzed using metropolitan-nonmetropolitan State Economic Areas as basic units and the section of the 1960 U.S. Census showing place of residence in 1955. Analysis included computation of migration rates to show streams of migration out of the state and between SEA's, index of age selectivity of migration for SEA's, and distribution of characteristics of streams of migrants into the Charlotte SEA. Migration centralized the population in the Piedmont Region and migration patterns of whites and nonwhites differed in important ways. Positive age selection of migrants occurred most consistently between 18-30. Most migrants going to Charlotte settled in the central city though greater impact was felt in the ring. Migrants and nonmigrants in Charlotte had similar economic and educational status. Migrants from nonmetropolitan areas tended not to fare as well as other migrants. Research to determine how Extension could help migrants in central cities and rings and how migration information can be used in social and economic planning needs to be done. (author/aj)

26. AC 000 876 I A STUDY OF NORTH CAROLINA AGRICULTURAL EXTENSION AGENTS' PERCEPTION OF THE ROLE OF FERTILIZER DEALERS IN EXTENSION PROGRAMMING (M.S. thesis). Woodard, Bruce H. North Carolina State Univ., Raleigh. Dept. of Adult Education. MAY 67 85p.

TERMS: *perception, *extension agents, *rural extension, *programs, *agricultural personnel, educational level, attitudes, research,

ABSTRACT: A questionnaire mailed to 98 Agricultural extension agents in N.C. with primary responsibility in agronomy in their counties was used to collect data on the agents' perception of the nature and frequency of performance by dealers in soil fertility programs, agents' feelings about dealer participation, and the association between agents' personal characteristics and their perception of dealer participation. Correlations were considered significant at the .05 percent level of probability. Significant positive correlations were found between agents' perception of the expected frequency of dealer participation in extension programming and areas in which agents had taken graduate courses, and between agents' attitudes toward the necessity of dealers in the program and their reliability as fertilizer authorities. No significant association occurred between agents' perception and their age, total extension tenure, present county tenure, degree, undergraduate field, attitude toward dealer competition with extension, or the number of soil tests and demonstrations reported. There are tables, a glossary, and references. (author/aj)

27. AC 000 957*I A STUDY OF MARYLAND AGRICULTURAL EXTENSION AGENTS' PERCEPTION OF THE ROLE OF AGRICULTURAL ADVISORY COMMITTEES (M.S. thesis). Miller, Robert G. North Carolina State Univ., Raleigh. Kellogg Foundation, sponsor. JUN 66 Funding $4500.

TERMS: *extension agents, *advisory committees, *program administration, *leadership responsibility, *role perception,

ABSTRACT: This study attempted to determine Maryland agricultural extension agents' perception of the role of agricultural advisory committees and the extent to which selected factors were associated with agents' perception of how they should be organized and used. Questionnaires were completed by 33 of the 34 county extension agents in Maryland. Maryland extension agents hold a rather traditional agriculturally oriented concept of advisory committees, which only ⅓ of the agents use. The committees follow no systematic form of organization. Yet the agents felt that the committees could serve a vital role in planning, executing, and evaluating the agricultural phase of the county extension program. There was agreement among the respondents that relationships between the agricultural advisory committee and other extension planning groups at the county level need to be developed and maintained. Factors investigated were not highly associated with the agents' perception of how advisory committees ought to be organized and used. There was a slight tendency for older agents and those with long tenure to broaden the representation as well as the role of committees in contrast with their younger colleagues and those with less tenure. (author/sm)

28. AC 000 639 E A STUDY OF NORTHWESTERN DISTRICT COUNTY EXTENSION AGENTS' PERCEPTION OF THE ORGANIZATION AND UTILIZATION OF ADVISORY BOARDS (M.S. thesis). Young, Douglas, North Carolina State Univ., Raleigh. 66 219 p.

TERMS: *role perception, *extension agents, *advisory committees, *leadership responsibility, *program administration,

ABSTRACT: A study was made to determine county extension agents' perception of their role and that of advisory boards in planning, executing, and evaluating the county extension program. Agents' views on who ought to have responsibility for performing county programing functions were also examined. All 109 agents in the Northwestern Extension District in North Carolina were interviewed on 34 county programing functions. They were asked who was performing the function, how well it was being performed, and who ought to perform it. Statistical analyses were made of responses to 7 independent variables – age, title, level of formal education, graduate degree work, content area for highest degree held, tenure in present position, and tenure in extension. Considered collectively, these variables were not significantly associated with agents' views. Agents generally perceived functions performed by themselves at a medium level. Consensus was lacking on who ought to have responsibility for performing county programing functions. In general, agents felt that certain qualifications are important in selecting advisory board members. The findings suggest a lack of understanding of the role of advisory boards among agents and a lack of acceptance of the board's role in county programming. There are references, tables, and the questionnaire used. (Information from Dept. of Adult Education, North Carolina State Univ., Raleigh, N.C.). (ja)

29. AC 000 946*I THE ROLE OF THE COUNTY EXTENSION CHAIRMAN IN PUBLIC AFFAIRS EDUCATION IN NORTH CAROLINA AS PERCEIVED BY COUNTY EXTENSION CHAIRMEN AND ADMINISTRATORS (M.S. thesis). Nave, Wallace K. North Carolina State Univ., Raleigh. AUG 66 144p.

TERMS: *perception, *extension agents, *leadership responsibility, *program attitudes, *public affairs education,

ABSTRACT: This thesis reports a study of the role of the county extension chairman in public affairs education in North Carolina as perceived by extension chairmen and administrators. Data were collected by mail questionnaires from 99 of the 100 county extension chairmen in N.C. and 29 of the 33 selected extension administrators. The responses of the 2 groups were compared and conclusions were drawn by Spearman's coefficient of rank correlation technique. There was a significant positive correlation between county extension chairmen's and extension administrators' perception of the relative importance of 5 of the 6 areas analyzed concerning public affairs education as an area of program emphasis and other related factors. There was a significant positive correlation between the respondent groups' perception of who should assume major responsibility for performing 5 of 6 public affairs role dimensions. The chairmen and administrators agreed that public affairs education would be even more important in the future than at present. The chairmen generally recognized a need for additional training and conducting public affairs education. (sm)

30. AC 000 951*I A STUDY OF THE LAUREL COUNTY, KENTUCKY, LEADERS' PERCEPTION OF THE COUNTY AGRICULTURAL EXTENSION AGENT'S ROLE (M.Ed. thesis). Wesley, Rex. North Carolina State Univ., Raleigh. AUG 66 100p.

TERMS: *extension agents, *leadership responsibility, *program development, *role perception,

ABSTRACT: This is an investigation of the Laurel County, Kentucky, lay leaders' perception of the county agricultural extension agent's role in regard to program areas, clientele groups, planning methods, methods of communication, and the relationship between the leaders' perception of the agent's role concerning program areas and clientele groups and selected variables. A majority of the leaders perceive the agent's role to include responsibilities in total resource development, and the leaders indicated the agent should assign some priority to all the selected clientele groups but they felt the greatest priority should go to small subsistence farmers and to agricultural businesses. There was a lack of consensus regarding the best organizational structure for planning the extension program, but the majority agreed the agent should work with the people in planning the program. The leaders rate all the selected methods of communication as important, but they rated farm visits and group meetings as the most important. (author/sm)

31. AC 000 931*I A COMPARATIVE ANALYSIS OF COUNTY EXTENSION CHAIRMEN'S AND ADVISORY BOARD PRESIDENTS' PERCEPTION OF PROGRAMMING ROLE RESPONSIBILITIES AND CONFORMITY OF THESE PERCEPTIONS TO THE ADMINISTRATIVE NORM, NORTH CAROLINA (M.Ed. thesis). Allen, Fleet D. North Carolina State Univ., Raleigh. N.C. Agricultural Extension Service, sponsor. AUG 66. 139p.

TERMS: *perception, *leadership responsibility, *advisory committees, *program administration,

ABSTRACT: The purposes of this study were 1) to determine the extent of agreement between county extension chairmen's and advisory board presidents' perception of who ought to have primary responsibility for performing selected roles in programming and 2) to determine the extent to which the perceptions of these two groups conformed to the administrative norm established by North Carolina Agricultural Extension Service. Data were collected from advisory board presidents in 53 North Carolina counties and related to the findings of a study involving county extension chairmen's perception of the role of advisory boards by Shearon in 1965. There were significant differences in the perceptions of county extension chairmen and advisory board presidents as to who ought to perform most of the programming roles. There was a significant positive correlation between county extension chairmen's and advisory board presidents' perception of who ought to have primary responsibility for performing programming roles at various levels when ranked according to the degree of conformity to the administrative norm. There was a higher degree of conformity to the administrative norm by county extension chairmen's that by advisory board presidents' perception of who ought to have the primary responsibility for performing selected programming roles designated as functions of agents and advisory board. The inverse was found for roles designated as the responsibility for both agents and advisory board. (author/sm)

32. AC 000 552 I A STUDY OF COUNTY COMMISSIONERS' PERCEPTION OF THE NORTH CAROLINA COOPERATIVE EXTENSION SERVICE, NORTHEASTERN EXTENSION DISTRICT, NORTH CAROLINA (M.Ed. thesis). White, Estelle E. North Carolina State Univ., Raleigh. Dept. of Extension Personnel Dev. 65 184p. illus. Bibliog, pp.110-113.

TERMS: *rural extension, *extension agents, *local officials, *perception, *educational policy, educational objectives,

ABSTRACT: An interview questionnaire was used to discover how 85 locally elected county commissioners in the Northeastern Extension District of North Carolina perceived the Cooperative Extension Service. The extent to which tenure as a commissioner, occupation, education, age, and involvement in extension activities were associated with the perception of extension's purpose and organization, role of county agents, leaders' function in programming, and extension clientele was examined. The commissioners perceived efficiency in agricultural production, assisting people in the managing of natural resources, and teaching families how to better manage their resources as the most important goals, and teaching underlying principles of farming and homemaking as the most important function of county agents. They were knowledgeable about extension's organization and sources of finances. The commissioners indicated that leaders could assist agents in extension programming and considered agents in their district to be well qualified. Farm groups were considered extension's chief clientele. The ways in which the 5 personal factors were associated with the commissioners' perceptions of extension are reported. (ja)

SEE ALSO: 95, influence of junior college teachers on programs; 121, program planning in nine youth-work programs; 176, Delphi technique in educational planning.

Student Recruitment, Selection and Retention

33. AC 000 819FI THE PREDICTION OF OUTCOMES OF MDTA PROGRAMS, A PILOT STUDY (ED 010 011). Edgerton, Harold A. * Sylvester, Robert W. Performance Research, Inc.,

Washington, D.C. BR-5-0127 FEB 66 OEC-5-85-037 EDRS PRICE MF-$0.09 HC-$1.52 38p.

TERMS: *dropout prevention, *program evaluation, *vocational retraining, *participant characteristics, *adult vocational education,

ABSTRACT: An extension of knowledge of the factors related to trainee dropouts in Manpower and Development Training Act (MDTA) programs was attempted. The factors related to success of MDTA programs were computed for organizational work and procedural characteristics of the trainees. Both retention and placement show significant correlation with characteristics of the program organization and program management, enough so that efforts to improve the standing of an MDTA program, either as to its retention or its placement, should be fruitful. The real problem is that of making the programs fit the trainees rather than trying to select trainees to fit the training programs. The next step is to study more intensely the effects of program organization, and administrative and instructional practices on both retention and placement. (rie/aj)

34. AC 000 113 I THE RELATIONSHIP OF FIVE PERSONALITY SCALES TO SUCCESS IN NAVAL AVIATION TRAINING. Fleischman, Howard L. * and others. U.S. Naval Aerospace Medical Institute, Pensacola, Fla. MAY 66 10p.

TERMS: *Personality assessment, *psychological testing, *predictive validity, *aviation training, student ability, research,

ABSTRACT: Five personality scales were investigated for use as predictors of success or failure of student Naval aviators. The scales were (a) Cattell's Sixteen Personality Factor Questionnaire, (b) the Taylor Manifest Anxiety Scale, (c) the Alternate Manifest Anxiety Scale, (d) the Pensacola Z Scale, and (e) the Adjective Check-List. Results showed that certain personality variables contributed significantly to the prediction of success or failure. While the results were promising, cross validation will be required before any of the personality measures could be used to augment the current prediction system. There are tables and 8 references. (author/aj)

35. AC 000 485 I THE RELATIONSHIP OF COLLEGE MAJOR TO SUCCESS IN NAVAL AVIATION TRAINING. Peterson, Floyd E. * Lane, Norman E. U.S. Naval Aerospace Medical Institute, Pensacola, Fla. APR 66 11p. fs.

TERMS: *military training, *prediction, *naval personnel, *student interests, *academic achievement, predictive,

ABSTRACT: This study investigated college major of cadets as a possible predictor of success in naval aviation training. Each of 1245 pilot trainees was placed into one of 10 categories according to his college major. Three dichotomous criteria of success/failure were used. The extent to which the inclusion of college major categories contributed to the multiple prediction of success in flight training was examined by the Wherry-Doolittle technique. Their contribution was determined both as primary selection variables and as predictors after the completion of academic training. The inclusion of college major categories was found to increase significantly the multiple prediction of success/failure in naval training. (author/ja)

36. AC 000 160 E PATTERNS OF ATTENDANCE IN ADULT NIGHT SCHOOL COURSES (IN CANADIAN education and research digest, Sep 66, pp.230-240). Verner, Coolie * Neylan, Margaret S. 11p.

TERMS: *attendance patterns, *adult dropouts, *public school adult education, *program length, *program content,

ABSTRACT: This study investigated attendance in adult evening classes in a British Columbia urban school. Class records from the year 1963-64 were studied, the 266 courses (with 5240 registrants) varying in length and subject content. Subject categories were – academic (33 sessions long), a replication of a pre-adult learning situation, which provided credit toward a high school diploma, vocational (10 or 20 sessions), and general (mostly 10 sessions). The mean percentage loss in attendance was 30 percent, academic courses declining from 95 to 47 percent, vocational from 91 to 55 percent, and general courses from 92 to 71 percent. Data suggest that course content has a direct relationship to motivation, the courses from which immediate benefit is gained are best attended. As a course lengthens beyond 10 sessions, loss in attendance accelerates, the rate of loss varying with the type of course. Although the data provide no measure of the influences on attendance of the instructional process, the very poor pattern of attendance in academic courses indicates the need for major changes. Equivalency courses for adults need to be designed specifically for them, instead of duplicating day pre-adult programs. Tables show attendance by courses and subject areas. (ly)

37. AC 000 648JI PERSISTENCE IN UNIVERSITY ADULT EDUCATION COURSES (IN Adult Education, 16(2), Win 66, pp.101-114). Brown, M. Alan * and others. 66 14p.

TERMS: *academic performance, *university extension, *persistence, *educational experience, *evaluation, dropout characteristics,

ABSTRACT: This study investigated the relationship between previous adult education experience and current university extension performance in 7 institutions. The correlated variables were — (1) number of past adult education courses, (2) recency of education (period since last classroom experience), (3) level of formal education (college credit hours completed), (4) verbal intelligence based on the score on the 100-item Quick Word Test, (5) age, and (6) grades earned in current adult education courses. Other important variables were — (1) dropouts, as recorded by the institutions involved, (2) major reason for attending (job-related or other), (3) credit or noncredit enrollment, and (4) working for a degree or not. Class performance, as judged by grades and withdrawal rate, were more highly associated with formal education than with previous adult education. Persisters with much past adult education were older, had more formal education, and had higher verbal ability than adults who had taken fewer adult courses. Among younger adults with lower income, less education, and lower verbal intelligence, persistence was closely associated with credit courses and degree seeking, and a slightly smaller percentage of the persisters withdrew than was the case with newer participants. Recency of education and job-related motives proved insignificant. Implications and conclusions are noted. Document includes 8 tables and 23 references. (ly)

SEE ALSO: 38, recruitment in residential conferences; 92, dropouts in university liberal programs; 123, 127, dropouts in work-training programs; 161, dropouts in public school adult education.

Evaluation Techniques

SEE: 59, credibility measures in television teachers; 118, 128, cost benefits of retraining; 155, evaluation of Peace Corps training; 171, criteria in learning research; 177, bibliography of evaluation studies.

Learning Environments and Formats

Conferences and Residential Education

38. AC 000 624 I FACTORS WHICH INFLUENCE PARTICIPATION IN ADULT EDUCATION CONFERENCES AND PROGRAMS BY MEMBERS OF PROFESSIONAL ASSOCIATIONS. Final report. Booth, Alan. Nebraska, Univ., Lincoln. USOE. Bureau of Research. AUG 66 88p. illus. References, pp.47-48.

TERMS: *adoption, *personal influence, *information dissemination, *participation, *conferences, innovation, questionnaires,

ABSTRACT: This study extended prior research on the diffusion process in that the diffused item was participation in a formal organization and the diffusion occurred within a closed social system. Questionnaires were sent to members of 6 associations sponsoring educational conferences. They included sociometric items, an intelligence scale, demographic data, and items obtaining information on the source and relative importance of messages about the program. Fifty-one percent of the 604 members returned completed questionnaires. Results showed the diffusion theory a useful conceptual framework for predicting participation in education conferences, as well as the flow of conference information. Both mass communicated messages and face-to-face contacts were effective recruiting devices. Some members emerged as more influential by virtue of certain intellectual abilities, an interpersonal network of members, and a history of participation in education. (ja)

39. AC 000 798 E THE INFLUENCE OF SOCIAL CLIMATE ON ADULT ACHIEVEMENT, THE IMPACT OF A RESIDENTIAL EXPERIENCE ON LEARNING AND ATTITUDE CHANGE OF ADULT STUDENTS ENROLLED IN AN EVENING CREDIT CLASS (University College research publications, no.10). Wientge, King M. * Lahr, James K. Washington Univ., St. Louis, Mo. University College. 66 EDRS PRICE MF-$0.09 HC-$1.48 37p.

TERMS: *evening classes, *adult learning, *residential programs, *evaluation, *lecture,

ABSTRACT: A study was designed to measure the amount of learning occurring under teaching of an adult evening class in psychology compared with a similar class taught under experimental conditions involving two residential weekends. It was expected that the experimental class would learn more and experience positive changes in attitude compared with the control class. The control class attended all sessions in the regular campus setting, while the experimental class attended ten classes on campus and spent two weekends at the university residential conference center. The same instructors were used for both groups. In order to control method of instruction as a variable, the lecture discussion method only was used in both groups. Tests were given at the start of the term to determine intelligence, subject knowledge, and attitudes. The subject and attitude tests were repeated at the end of the course. The experimental class also completed a final evaluation questionnaire. The experimental group was significantly more intelligent, but the initial tests did not show a significant difference in the two classes in their final knowledge of the subject or in attitude change. The experimental group enjoyed the social setting at the residential center. They did not feel more learning occurred, but believed the periods between sessions were deterrent to learning. (ja)

40. AC 000 002 E CAMPUS CONTINUING EDUCATION CENTER, OUTLINE PROGRAM. Washington. Univ., Seattle. Continuing Education. MAR 66 EDRS PRICE MF-$0.18 HC$4.20 105p. charts. mimeo.

TERMS: *continuing education centers, *educational facilities, *residential centers, proposals, university extension, Univ. of Washington,

ABSTRACT: Limited facilities have been restricting existing and proposed programs in adult education at the University of Washington. This report proposes a campus continuing education center, which would aid in the effective presentation of short courses, conferences, institutes, and seminars. Such a center should be able to meet 85 percent of the short course and conference demands made of it in 1975 in terms of instruction, dining, living, and parking. Recommended auditoriums, lecture rooms, seminar rooms, banquet and dining rooms, living quarters, administrative areas, and parking facilities are discussed. The priority of types of facility is suggested so that a core facility might later be enlarged to its optimum. Esthetic considerations are of primary importance. Appendixes outline in detail the analysis of projected physical needs, listing and describing specific rooms. (ja)

41. AC 000 001 E REMOTE CONTINUING EDUCATION CENTER, OUTLINE PROGRAM. Washington. Univ., Seattle. Continuing Education. SEP 66 EDRS PRICE MF-$0.18 HC-$2.68 67p. charts. mimeo.

TERMS: *continuing education centers, *off campus facilities, *residential centers, educational facilities, proposals,

ABSTRACT: A proposal is made for a remote continuing education center in a secluded area near Manchester, Washington. It would be complementary to an adjacent marine biology research center. The optimum capacity suggested is for 60 persons overnight and 150 for daily instruction and dining. Facilities should include lecture, seminar, and committee rooms, a library, dining rooms, kitchen, living units, lounge and administrative areas, parking, and separate cabins for faculty, researchers, and distinguished visitors. Outdoor recreational facilities would be provided. Future developments and expansion are taken into account. Appendixes list and describe proposed rooms, areas, and spaces, as well as estimated occupancy and income. A map of the proposed site is included. (ja)

SEE ALSO: 20, conference program planning; 48, Highlander Folk School; 151, residential training of civil rights leaders; 168, Kivukoni College, Tanzania; 171, effectiveness of residential learning.

Correspondence Study

42. AC 000 873 E THE ROLE OF A STATEWIDE SYSTEM OF HOME STUDY IN NEW YORK STATE, A FEASIBILITY STUDY (PROPOSAL). Lyons, William A. New York State Education Dept., Albany. JUN 66 18p.

TERMS: *research proposals, *adult education, *correspondence study, *correspondence courses,

ABSTRACT: The State Education Dept. has received funds from the Elementary and Secondary Education Act of 1965 (Title V) to investigate the need for a statewide home study program in New York, primarily on the secondary and college levels. The study will demonstrate how a program of home study would supplement and strengthen existing educational programs, and determine the cost and financial feasibility, administrative arrangements, the role of the new technologies (use of records and tapes, programmed materials, mobile libraries, telelectures, etc.), and contract availability of present home study courses. Special attention will be given to the instructional needs of the mature student. By way of background, the proposal discusses the place of home study in American education and in New York State, and how it works. The proposal points out that New York State's system of education has unique features that could provide answers to criticisms leveled at home study education, i.e., Regents and College Proficiency Examinations to measure educational quality, and strong existing educational programs to offer testing and guidance services to lower the high dropout rate of learners. (aj)

43. AC 000 027 E CORRESPONDENCE STUDY EVALUATION PROJECT. STAGE 1. Ball, Sandra J. * and others. Washington. Univ., Seattle. Institute for Sociological Research. Washington. Univ., Seattle. Faculty Council on Community Services. AUG 66 EDRS PRICE MF-$0.09 HC-$2.04 51p. tables.

TERMS: *correspondence study, *program evaluation, *participant characteristics, student attitudes, research, correspondence,

ABSTRACT: An analysis of data collected from student registration cards and the formulation of a student questionnaire constitute the first part of a 3-stage long-range research project to evaluate a university correspondence study program. The data analysis describes the population of correspondence students in terms of relevant individual and social characteristics and correlates some of these variables with completion or noncompletion of correspondence courses. The variables are–age, sex, occupation, level of education, reason for taking course, grade, type of course, level of course, form of financial support, time for course completion, course grade, and educational attendance history. The student questionnaire covers student attitudes and course characteristics. A copy of the questionnaire is followed by descriptions of its items. The document includes 6 references. (ja)

44. AC 000 537 I A SUMMARY OF THE NUEA HIGH SCHOOL SURVEY OF MARCH 1966. Hartsell, Charles W. * Peters, James N. National University Extension Association, Washington. MAR 66 10p.

TERMS: *correspondence courses, *high school students, *questionnaire, *university extension, statistical data,

ABSTRACT: This statistical summary of the NUEA high school survey of March 1966 deals with the 1700 correspondence courses offered by extension divisions of U.S. colleges and universities. Thirty-six of the 64 NUEA member institutions offer pre-college instruction. Topics covered by the survey are – enrollment figures, number of half-unit courses offered, increasing and decreasing number of courses, sources of syllabi, source of funds, methods of promotion of programs (paid ads, mailing lists, visits to schools), diplomas or equivalency certificates granted, and student admittance requirements. The report accompanying the summary states that there is a need for expansion of course offerings leading to high school diploma and for improved methods of informing the potential student of the programs offered. The questionnaire is included. (aj)

45. AC 000 026 E CORRESPONDENCE STUDY. SURVEY QUESTIONNAIRE AND SUMMARY OF REPLIES (Title supplied). Spencer, O. F. * Powell, Elizabeth. NUEA. Correspondence Study Division. Syllabi Study Committee. APR 66 EDRS PRICE MF-$0.09 HC-$0.32 8p. tables.

TERMS: *questionnaires, *correspondence courses, *university extension, *instructional television, *instructional materials centers,

ABSTRACT: The Syllabi Study Committee of the Correspondence Study Division of the National University Extension Association is studying the possibility of a central repository for syllabi used in correspondence study, in instructional television, and/or perhaps in other forms of independent study off-campus. This questionnaire was sent to 62 member institutions, asking for information on such courses at the college credit level, college noncredit level, high school, and other levels. It also asks for the institutional attitude toward a central repository of these materials, policy concerning the production, use. and sale of syllabi, and the use of syllabi produced by other institutions. Data gathered from the 53 returned replies are tabulated but no conclusions are drawn from them. (eb)

46. AC 000 551 I CURRENT PRACTICES IN OFFICE PROCEDURE. Report prepared for NUEA annual meeting, Albuquerque, N.Mex., Jul 1966. NUEA. Correspondence Division. JUL 66 30p. illus.

TERMS: *office practice, *administrative organization, *correspondence study, *statistical data, investigation, university extension,

ABSTRACT: From a questionnaire submitted to member institutions of the National University Extension Association, data were compiled on current correspondence division office procedures. Of 64 institutions, 56 completed the questionnaire, which covered 8 areas — approximate size of operation, communication, record keeping, duplication of materials, statistics and research, electronic data processing, current procedures, and new procedures or equipment. No attempt has been made to analyze the data at this time. (ja)

SEE ALSO: 149, correspondence study for prison inmates.

Community Education

47. AC 000 945*I FACTORS ASSOCIATED WITH NORTH CAROLINA COUNTY EXTENSION CHAIRMEN'S UNDERSTANDING OF THE COMMUNITY DEVELOPMENT PROCESS (M.S. thesis). Foil, John E. North Carolina State Univ., Raleigh. MAY 67

TERMS: *perception, *leadership responsibility, *volunteers, *program development, *community development,

ABSTRACT: This study aimed to assess the 100 North Carolina county extension chairmen's levels of understanding of the community process, and to determine the extent to which selected factors were associated with their understanding. There were 32 test items in an inventory to examine the chairmen and the group interview was used to obtain the data. Data obtained support the hypothesis that county chairmen possess a low understanding of the community development process. Of the 100 respondents 58 scored less than 131 points out of 160. Of the 34 variables thought to be associated with chairmen's level of understanding, 10 were significantly associated. Significant variables included formal education, number of graduate level courses completed in education and the behavioral sciences, perceived adequacy of education in equipping chairmen to do community development work, perceived importance that supervisors and specialists assign to community development work, perceived emphasis assigned to the family living, community and resource development areas in the total county extension program, and perceived influence that elected county officials and community development leaders exert on program decisions. (author/sm)

48. AC 000 101 E THE HIGHLANDER FOLK SCHOOL, PIONEER OF INTEGRATION IN THE SOUTH (IN TEACHERS college record, 68(3), Dec 1966, pp.242-250). Horton, Aimee. 66 11p.

TERMS: *folk schools, *racial integration, *residential programs, *leadership training,

ABSTRACT: The Highlander Folk School, founded in 1931 to train rural and industrial leaders, was an integrated center for labor education in the late 1930's and the 1940's and for National Farmers Union sessions in the early 1950's. In 1953 Highlander organized 2 summer workshops ("The Supreme Court Decisions and the Public Schools"), followed by school desegregation workshops in 1954, 1955, 1956, and 1957, in an educative environment based on cooperative program planning and decision making. The 1955 workshop, which concentrated on a few communities where Highlander Folk School had friends or former students, undertook an experimental planning project involving Southern communities with varying patterns of segregation, and produced 2 sets of action guidelines – "A Guide to Community Action for Public School Integration" and "Basic Policies for Presentation to School Boards" (recommendations for pupil integration, teacher and administrative integration, and necessary educational preparation). Questionnaire responses from Negro and white community leaders at Highlander stressed contributions of the integrated residential experience to fruitful participation and learning. Contrasts with more conventional race relations seminars were noted. Document includes 10 references. (ly)

49. AC 000 761 I A COMPARATIVE ANALYSIS OF RESOURCE DEVELOPMENT LEADERS' AND COUNTY EXTENSION COORDINATORS' PERCEPTION OF THE ROLE OF THE COOPERATIVE EXTENSION SERVICE IN RESOURCE DEVELOPMENT IN APPALACHIA, KENTUCKY (M.A. thesis). Ball, Leon D. North Carolina State Univ., Raleigh. Dept. of Adult Education. JAN 67 153p.

TERMS: *rural extension, *rural development, *community leaders, *perception, *educational policy, comparative analysis,

ABSTRACT: This study was made to determine the role of Cooperative Extension Service in resource development as seen by resource development leaders and county Cooperative Extension Service coordinators in the 49 counties of Appalachia, Kentucky. Questionnaires were returned by 68 leaders and 47 coordinators. The Spearman rank correlation was used to determine consensus and conflict. No significant differences were found between leaders' and coordinators' views of the areas in which extension should assist, the time and effort it should expend, and the degree of responsibility it should assume for selected resource development roles. The qualifications of extension workers, the assistance they give, and the contact leaders had with them did not appear to influence perceptions of the responsibilities of extension. However, leaders' attitudes toward the effectiveness of extension as a change organization did influence these perceptions. There are statistical tables, research suggestions, a bibliography, a glossary, and the interview schedule. (ly)

SEE ALSO: 23, educational needs in declining neighborhoods; 96, involvement of community leaders in Cooperative Extension; 148, retraining older adults for community service; 151, training civil rights leaders; 167, Eastern Nigeria; 168, Tanzania.

Mass Media, Diffusion of Innovation

50. AC 000 780ME BIBLIOGRAPHY ON THE DIFFUSION OF INNOVATIONS (Diffusion of innovations research report, 4). Rogers, Everett M. Michigan State Univ., East Lansing. Dept. of Communication. U.S. Agency for International Development. AID Contract csd-735 JUL 66 117p.

TERMS: *bibliographies, *diffusion, *innovation, *research, *adoption (ideas),

ABSTRACT: This bibliography of documents on the diffusion of innovations lists 708 diffusion research publications reporting empirical results, and 219 others, including bibliographies, summaries of findings from other reports, and theoretical writings. Listing is alphabetical, by author, and includes publisher, date and place of publication, analytics (wherever appropriate), author's diffusion research tradition, Diffusion Documents Center identification number, and availability at the center. Letter codes and frequency statistics for research categories (anthropology, agricultural economics, communication, consumer behavior, education, economic history, early sociology, extension education, geography, general economics, general sociology, home economics, industrial engineering, marketing and marketing research, medical sociology, psychology, rural sociology, speech, statistics, etc.) are indicated. Document includes footnotes. (ly)

51. AC 000 841 E A DISCUSSION OF THE GAP BETWEEN KNOWLEDGE AND THE USE OF NEW PRACTICES. Lowenstein, Duane E. * and others. Nebraska Univ., Lincoln. Cooperative Extension Service. 15p.

TERMS: *adoption (ideas), *individual characteristics, *participant characteristics, *agricultural skills,

ABSTRACT: A study on farmers' use of suggested practices in handling alfalfa crop production was conducted to determine 1) if selected personal and occupational characteristics might affect hay production methods, 2) if a discrepancy exists between the farmer's level of knowledge of quality hay production practices and his use of these practices, and 3) if this discrepancy exists, in what areas. Two sample groups were used. For one, knowledge of quality hay production practices was determined, and for the other, the use of these practices. The groups were matched on personal and occupational characteristics. A mailed questionnaire was developed for each group. Statistical analysis showed significant differences between the knowledge of, and the use of, most factors and practices. Possible explanations for the differences are discussed. The study showed that an increase in age reduced differences between knowledge and use for some practices, increased them for others, and had no effect on the remainder. Education, occupational rating, and size of operation were positively related to differences between knowledge and use. Bibliography includes 53 references. (ja)

52. AC 000 948AI (SEE AC 000 451 C) INFORMATION SEEKING IN FOUR TOPIC AREAS (IN Parker, Edwin B. PATTERNS OF ADULT INFORMATION SEEKING, 1966, Chapter 4, pp.96-117). Parker, Edwin B. 66 22p.

TERMS: *information sources, *public affairs, *occupational information, *homemaking skills, *participant data, personal influence,

ABSTRACT: This chapter from a larger study conducted in San Mateo and Fresno, California, during 1964-66 suggests how information sources are used to serve specific needs. Respondents were asked where they obtained information on local and national affairs, occupations and homemaking, and leisure activities. Data for each category, including important subtopics (municipal, human interest, social, financial), access to specific news stories, and use of impersonal and interpersonal sources, were correlated with age, sex, income, occupation, education, length of residence, and (for public affairs) degree of interest. Major findings were — (1) men, and younger adults in general, are more likely than women or older adults to favor print media over broadcast media for national affairs information, (2) for local affairs, higher education indicates greater use of print media, especially magazines, less recourse to broadcast media, and more information seeking in groups or from experts, (3) with occupational information, higher income, occupational, and educational levels are strongly related to emphasis on print media and organized interpersonal sources, (4) housewives seek homemaking information about equally from print media and from other persons, (5) seeking of information for leisure activities increases with education, with print media and organized interpersonal sources as dominant channels. Document includes 12 tables. (ly)

53. AC 000 069 E ADULT EDUCATION AND THE ADOPTION OF INNOVATIONS BY ORCHARDISTS IN THE OKANAGAN VALLEY OF BRITISH COLUMBIA (UBC price $1.50). Verner, Coolie * Millerd, Frank W. British Columbia. Univ., Vancouver, Univ. Extension. British Columbia. Univ., Vancouver. Dept. of Agricultural Economics. 66 EDRS PRICE MF-$0.18 HC-$4.00 100p. illus.

TERMS: *innovations *adoption, *information dissemination, *evaluation, *participant characteristics, farmers, socioeconomic status,

ABSTRACT: This study analyzed the general behavior of orchardists in the Okanagan Valley, British Columbia, and the factors related to adoption of innovations in this setting. Five percent samples were drawn from 19 districts consisting of 2721 orchards, and data were gathered by resident agriculturists. The data were analyzed by stage in the adoption process, adopter categories — innovators, early adopters, etc. — individual characteristics such as age, educational level, including adult education experience, tenure — community participation — economic characteristics, including size of the enterprise and financial status

– and community attitudes about the acceptance or rejection of innovations as perceived by the respondents. The orchardists have access to new information from commercial enterprises in equipment and supplies, cooperative marketing organizations, a federal research station, but most systematically from the district horticulturists, who provide personalized services, conduct meetings, and plan instructional programs. Seven innovations presented through a 1964 TV Chautauqua or introduced previously were compared. Early adopters showed above average economic status and educational participation, a higher proportion of full-time orchardists, greater civic participation, and more use of mass media, personal contacts, and agricultural agencies. (ly)

54. AC 000 109 I PUBLIC TELEVISION, A PROGRAM FOR ACTION. Report and recommendations of the Carnegie Commission on Educational Television. Carnegie Corporation of New York. JAN 67 286p. illus.

TERMS: *educational television, *public television, *federal aid, *financial support, program planning, tables (data),

ABSTRACT: The report of the Carnegie Commission on Educational Television proposes a non-profit corporation for public television to receive and disburse private and government funds. It recommends increased government support of local and national program production, new facilities for live-broadcast interconnection, research and development in programming and production and in television technology, and recruitment and training of specialized talent. There should be additional enabling legislation and financing through excise taxes on television receivers. The existing system (December 1966) is outlined – sponsorship (21 school, 27 state, 35 university, and 41 community stations), sources of general programming, distribution, and financial support. Characteristics of commercial and public television and their audiences are described, and the potentials of educational television discussed. Supplementary papers also discuss legal aspects, projected long-run operating costs, and the role of the Federal Communications Commission. Financial and operating reports of educational television stations, July 1965-June 1966, are presented, together with data on audience sizes and occupational and educational characteristics. Document includes 35 tables, 2 figures, map, and list of ETV stations. (ly)

55. AC 000 454 I PETTERNS OF EDUCATIONAL USE OF A TELEVISED PUBLIC AFFAIRS PROGRAM. A STUDY OF "METROPOLIS, CREATOR OR DESTROYER?". Miller, Harry L. University Council on Education for Public Responsibility. New York Univ. Division of General Education. U.S. Office of Education, sponsor. 66 OEC-5-16-019 198p.

TERMS: *educational television, *films, *program evaluation, *urban renewal, *discussion programs, cooperative programs,

ABSTRACT: In the spring of 1964, 80 educational television stations in the U.S. and Canada ran a series of 8 films on modern urban life titled "Metropolis, Creator or Destroyer?". The films, a book of readings, and a viewer's guide, planned and coordinated by a group of cooperating universities acting on a national level, were the focus of a vigorous local educational program. Section I of this study discusses the development of the program, the readings, and the utilization plans. Section II is a synopsis of the educational use of the Metropolis package. Section III is a detailed account of the liveliest program, that of the Portland Center of the Oregon State System of Higher Education. Section IV describes the basic patterns of use (studio panels, additional studio programming, community involvement, selective community involvement), reactions to the materials, and the impact of the program on community action. Section V contains conclusions and recommendations. Appendixes include the University Council's members and committees, viewer's guide, the table of contents of the readings, and a list of NET stations which broadcast the films. (aj)

56. AC 000 740MI THE LISTENING GROUP IN ADULT EDUCATION (Ed.D. thesis). Ohliger, John F. California Univ. (Los Angeles). 66 311p. University Microfilms #6612469.

TERMS: *group discussion, *listening groups, *adult education programs, *historical reviews, *broadcast media,

ABSTRACT: This thesis examines listening group projects in over 30 countries in the past 45 years. The historical study and the review of research are broken down into the elements of – purposes and outcomes of projects, clientele, broadcasts and supplemental printed materials, methods of group organization, methods of postbroadcast discussions, group leadership, and feedback. Direct and related research is evaluated in regard to the conclusion that such groups can spread the learning of factual material, promote the development of desired attitudes, increase interest in public affairs, affect motivation toward group and individual action, and contribute to more direct democracy. Other research findings point to the tentative conclusions that 1) projects need a substantial staff of field organizers, and 2) listening groups attract clientele of lower educational and economic attainment than the typical participant in adult education. Special emphasis is placed on early efforts of the British Broadcasting Corporation, America's Town Meeting of the Air, Canada's National Farm Radio Forum, and the many projects of UNESCO in underdeveloped areas. (eb)

57. AC 000 533 E ADULT EDUCATION AND TELEVISION, A COMPARATIVE STUDY IN CANADA, CZECHOSLOVAKIA, AND JAPAN. Groombridge, Brian, ed. National Institute of Adult Education, London (England). UNESCO, Paris (France). SEP 66 141p.

TERMS: *educational television, *comparative analysis, *adult education, *program development,

ABSTRACT: Studies on the educational uses and potential of television in Canada, Czechoslovakia, and Japan outline and discuss (1) the social and educational context of ETV in each nation, (2) kinds of programs and their purposes, (3) exploitation of ETV by adults, (4) research on audience characteristics and needs, and (5) forms of cooperation between television broadcasters and adult education. The Canadian report stresses (1) cooperation with universities, educators, and adult education organizations, (2) CBC objectives (e.g., greater understanding between French and English Canadians), (3) program production and scheduling, (4) staff training, (5) the impact of television on the Farm Forum and Citizens' Forum series, and (6) research and planning needs. The Czechoslovakian report emphasizes (1) investigation of audience viewing patterns and reactions, (2) effective planning and production and scheduling, and (3) cooperation with other educational bodies in advisory, creative, and staff training activities. The Japanese report seeks to relate adult education and television to social needs through formal and informal courses (correspondence and women's education, etc.), general cultural and informational broadcasting, suitable production methods, and specific leadership training techniques. Case studies on the CBC series "Four Philosophers" (Canada), health education (Czechoslovakia), and women's classes (Japan) are given. Document includes editor's commentary, 4 tables, and 17 references. (ly)

58. AC 000 978 I A RADIO FORUM PROJECT FOR THE CANADIAN NORTH. A report to the Indian-Eskimo Association of Canada on the feasibility of initiating a radio listening group project in the Canadian North in cooperation with the CBC and other governmental and nongovernmental agencies. Sim, R. Alex. Indian-Eskimo Association of Canada, Toronto. Canada Centennial Commission, sponsor. 65 64p.

TERMS: *listening groups, *educational radio, *group discussion, *public affairs education, *adult education programs,

ABSTRACT: In the summer of 1965, a feasibility study was made of a radio listening group program in the Canadian North. Facilities at present are inadequate. People are separated not only by distance, but by type of settlement, ethnic differences, and socioeconomic classes. A 2-year experimental project is proposed, to be named "Nunalit" (the place where people come to talk, make decisions, and act). The first-year program would concentrate on oral transmission only and would provide a multilanguage project (Eskimo, Loucheux, and English) at Inuvik in Western Arctic, where CBC has radio facilities, and a unilanguage project (Eskimo) from East or Central Arctic. Production teams would travel about the country taping discussions with local leaders on issues important to them. The 4-6 week programs would be given on Monday evenings at 7:30 during the winter of 1966. During the second year, 1967, visual materials, such as films and filmstrips, would be added. About 13 people would be necessary for the program. These would include a few with language facility but lack of experience in broadcasting. It is hoped a partnership can be worked out among the CBC and IEA, responsible for broadcasting and organization of the groups, financial support from government and other agencies, and the participants themselves, who should take increasing responsibility. Appendixes include CBC service in the North and a typical Eskimo newscast. (eb)

(Available from Indian-Eskimo Association of Canada, Toronto, at $1.50).

59. AC 000 028 E SOURCE CREDIBILITY AS AN EVALUATION TOOL FOR EXTENSION ECONOMISTS. Lutz, Arlen E. * Stonecipher, Charles L. Nebraska. Univ., Lincoln. Agricultural Extension Service. JUL 66 EDRS PRICE MF-$0.09 HC-$0.36 9p. table.

TERMS: *evaluation, *information dissemination, *educational television, *participant satisfaction, *rural extension, evaluation,

ABSTRACT: This study sought to appraise the effectiveness of presenting livestock feeding information by television. Audiences of Outlook telecasts in the Omaha and Sioux City areas rated extension economists on an 18-item source credibility checklist with a 7-point scale. Rating sheets were returned by 26 persons at Omaha and 40 at Sioux City, and 11 extension administrators and agricultural editors also responded. Ratings were made on safety, dynamism, qualification, and utility--i.e., audience confidence, speaker's personality and effectiveness of presentation, authority of the speaker, and applicability of the program to the situation. Kropp-Verner attitude scales were administered to 66 livestock feeders who had made source credibility ratings, and to 205 other livestock feeders. Source credibility scores ranged from 5.24 to 6.19. The relatively high ratings, especially on safety and qualification, indicate that the economists were seen as credible information sources. Among responses to the 18-item Kropp-Verner scale, 27 indicated high satisfaction, 20 indicated moderate satisfaction, and 9 indicated slight satisfaction. Results of the shorter Kropp-Verner scale were comparable. Home television audiences proved basically homogeneous in income, educational level, size of feeding operation, and related characteristics. No significant differences in presentation were noted. Document includes 4 references. (ly)

SEE ALSO: 3, 4, 5, 6, 7, 8, informational use of mass media; 38, conference attendance as adoption; 177, bibliography of extension adoption studies.

Methods and Techniques

Group *Methods*

60. AC 000 979 E THE LECTURE, AN ANALYSIS AND REVIEW OF RESEARCH (IN Adult education, 17(2), Winter 1967, pp.85-100). Verner, Coolie * Dickinson, Gary. 67 16p.

TERMS: *lecture, *research reviews, *evaluation, *adult education, *effective teaching.

ABSTRACT: Research on the lecture conducted with adult groups has been far more varied than pre-adult research, which has been done within the limitations of the classroom method in an institutional setting. Studies have been made of immediate or delayed recall of factual information, of modification of attitudes of behavior, of delivery over radio or television, of learner preferences, of class size, of student response and mode of presentation. The lecture appears to be an effective technique for imparting information but it has limitations which suggest that it is not as efficient or effective as it has been thought. It must be short and carefully constructed, should be simple in language and style, and should present only meaningful and uncomplicated information. It is a suitable technique to impart information in a particular way for a specific group when the purpose is to arouse interest in a subject and when retention over time is not important. It seems not to be appropriate for the application of skills or information, the alteration of attitudes, for long-term retention, for complex content material, or when participants are below average level of intelligence, or when they must participate in the learning activity. The misuse of the lecture and of lecture-type techniques in adult education will not be altered materially until we can more clearly identify instructional processes most appropriate for various learning tasks. Document contains 132 references. (eb)

61. AC 000 853 S CHARACTERISTICS, INFORMATION SOURCES, AND GENERAL INNOVATIVENESS OF WORKSHOP PARTICIPANTS. Lewis,

Susan S. * and others. Nebraska Univ., Lincoln. Cooperative Extension Service. 67 7p.

TERMS: *participant characteristics, *participant satisfaction, *adoption (ideas), *rural extension, *evaluation, innovation,

ABSTRACT: This is a report of a project conducted to evaluate the corn-sorghum workshop presented in 8 eastern Nebraska counties during the winter of 1966-67. Special emphasis was placed on the characteristics of participants, their degree of innovativeness, their knowledge gained, and their attitude toward this workshop. (ja)

62. AC 000 554 I ANALYSIS OF "IN-DEPTH" SCHOOLS CONDUCTED BY AREA EXTENSION AGENTS. McCormick, Robert W. Ohio Cooperative Extension Service, Columbus. MAY 66 13p. illus.

TERMS: *rural extension, *agriculture, *farmers, *extension agents, *program evaluation, adult education programs,

ABSTRACT: The author reports on 5 educational programs conducted at Area Extension Centers established by the Ohio Cooperative Extension Service in January, 1965. Aiming mainly at the commercial agricultural industry, specialized extension agents focused on educational problems of agricultural production and such other agribusiness concerns as marketing. Sequential learning experiences were designed to increase understanding of principles and their application. The investigation sought to determine the achievement of stated educational objectives, identify selected characteristics of the participants, and determine knowledge and understanding gained by 376 participants. Pre- and post-tests were given. The schools were considered successful, a deeper understanding of concepts was achieved by participants, and the target audience was reached. (ja)

63. AC 000 330 I SMALL GROUP RESEARCH, A SYNTHESIS AND CRITIQUE OF THE FIELD (Holt, New York). McGrath, Joseph E. * Altman, Irwin. 66 601p. illus.

TERMS: *small group research, *research reviews, *taxonomy, *research methodology, *researchers, group behavior, case

ABSTRACT: This volume summarizes an attempt to build a classification system for organizing and synthesizing small group research information, describes results of the application of that system to small group studies, and presents some impressions gained about small group research, small group researchers, and the small group research "culture." Part 1 is the case history of a research program begun in 1957 and supported by the Behavioral Sciences Division of the Air Force Office of Scientific Research. Part 2 contains a discussion of generalization of importance, discussion of methodological problems and possibilities, and a discussion of the sociocultural setting of the field, which has impact on how research is done. Part 3 contains reference materials generated in the program – specific research relationships tested in the sample of about 250 studies reviewed, a set of systematic annotations of those studies, and a comprehensive bibliography of research in the small group field up to 1962. (eb)

64. AC 000 621JI COGNITIVE CHANGE AND PARTICIPATION IN A SENSITIVITY-TRAINING LABORATORY (IN Journal of consulting psychology, 30(6), 1966, pp.517-520). Harrison, Roger. 66 4p.

TERMS: *sensitivity training, *perception, *interpersonal relationship, *changing attitudes, research, time factors(learning), tables(data),

ABSTRACT: Changes in concept preference in interpersonal perception were measured following laboratory sensitivity training. Subjects were 115 participants in a training laboratory. They described coworkers before and after the training, using a modified form of Kelly's Role Repertory Test. Significant changes were found toward use of more inferential expressive concepts, compared to concrete-instrumental ones. Changes were slight 3 weeks after training, increasing to significance after 3 months. Significant positive correlations were found between concept change and rating of active involvement in the training. The progressive change, plus the correlation between change and involvement, are interpreted as providing evidence that sensitivity training can affect the abstractness and complexity of concepts in interpersonal perception. (author/ja)

65. AC 000 108 I LEADERSHIP AND THE POWER OF IDEAS (Harper & Row, N.Y.). Tarcher, Martin. 66 209p.

TERMS: *program evaluation, *leadership training, *social change, *university extension, *community leaders, scientific

ABSTRACT: This is a critique of university extension programs for leadership training. The traditional programs (group dynamics, liberal and economic education) are discussed and contrasted with the author's own program conducted at the Univ. of Calif., Berkeley, for administrative personnel of the Calif. State Dept. of Employment, the "Corwell Project." Participants in a laboratory situation used the scientific method in attacking problems, in this case the reorganization of the Corwell office of the Dept. of Employment. The application of the principle of instrumentalism or pragmatism to other leadership groups is described – the development of understanding of man, nature, and society, knowledge of trends and developments of the times, and acquisition of scientific habits of thought and action, all focused on an area of community need. How this reconstruction of education can enable leaders to accept the responsibilities of the age of cybernation and hypotheses for leadership are considered. (aj)

66. AC 000 124 I PERSONALITY DIFFERENCES IN DISCUSSION GROUP BEHAVIOR. Harrell, Thomas W. Stanford Univ., Stanford, Calif. U.S. Office of Naval Research, Group Psychology Branch. AUG 66 41p. illus.

TERMS: *evaluation, *personality, *leadership, *executives, *discussion groups, sociometric choices, research,

ABSTRACT: An experiment explored possible personality differences between sociometric choices following small group discussions. Such differences might predict emergence of leadership behavior in initially leaderless discussion groups. Participating in assigned groups of 4 or 5 were 269 Master of Business Administrations students and 65 business executives. Discussion sessions lasted a maximum of 30 minutes. Students and research assistants observed the groups and assessed specific behavior. A sociometric questionnaire was used after the session, group members ranking each other on amount of participation, guidance of discussion, best ideas, leadership, and popularity. A 6-hour battery of psychological tests was given. Statistical analysis indicated a significant relationship of personality, interest, attitude, and the amount of participation to sociometric choices. The shortness of the discussions may have decreased reliability and predictability of behavior. (ja)

67. AC 000 453 E PROBLEMS IN THE DESIGN AND INTERPRETATION OF RESEARCH IN HUMAN RELATIONS TRAINING. (Paper presented at the Research Seminar of Veteran's Administration Hospital, West Haven, Conn., Jan 27, 1967) (Pre-publication draft). Harrison, Roger. National Education Assn. National Training Laboratories, Washington, D.C. 27 JAN 67 EDRS PRICE MF-$0.09 HC-$1.04 26p.

TERMS: *laboratory training, *research methodology, *research reviews, *sensitivity training, *evaluation techniques,

ABSTRACT: This review of the problems in design and interpretation of research on human relations training, particularly that using T groups and sensitivity training, refers to studies in the field. Problems considered are – the problem of controls (volunteer participants, prediction of outcomes), temporal change in training outcomes (relationship of change to time), dimensions and directions of change, classification schemes for training outcomes (normative, restrictive, prescriptive), variability in the training experience (variations in trainer style, group composition), timing of data collection (by mail or in the laboratory), experimenter-participant relationships in the laboratory setting, and statistical problems in training research. Document contains 14 references. (aj)

68. AC 000 454 E REPORT TO SAED OF GESAED-BUHRC TRAINING STUDY. Harrison, Roger * Oshry, Barry. 66 30p.

TERMS: *T groups, *behavior change, *evaluation, *management development,

ABSTRACT: A research study conducted by the Small Aircraft Engine Dept. of General Electric and Boston University Human Relations Center explored the personal characteristics of 47 T group participants. Predictor measures were formed before training. At the end of each laboratory each member and the trainers rated every other member on group behavior. The relationships between predictor scores and behavior measures and the characteristics of T group contributors are described.

Part 2 discusses changes in organizational behavior as measured by Organizational Behavior Description Surveys made of each participant by a superior, a peer, and a subordinate before and 6-8 weeks after training. Conclusions – There were changes in participants' work behavior after training. They became more emotionally expressive and some became more open. Persons whose basic interpersonal style is open profited most from laboratory training, but training programs for basically closed people should be developed. A conceptual framework for research and brief descriptions of research instruments are included. (aj)

69. AC 000 644 I THE EFFECTS OF A T-GROUP LABORATORY ON INTERPERSONAL BEHAVIOR (IN Journal of applied behavioral science, 2(3), Jul-Sep 66, pp.265-286). Schutz, William * Allen, Vernon L. SEP 66 22p.

TERMS: *T groups, *evaluation, *interpersonal relationship, *behavior change, *participant characteristics,

ABSTRACT: The purpose of this study is to analyze the T group method and to see effects of the process and the resulting implications. Participants in the 2-week 1959 Western Training Laboratory (WLT) were 47 males and 24 females aged 20-63 from various occupational, educational and economic backgrounds. Besides meeting in 2 T groups daily, one of which was of random composition and the other homogeneous, regarding interpersonal needs, participants had the Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B) questionnaire before and after the laboratory and 6 months later. Also the FIRO-B was given to a control group of 30 students at the Univ. of Calif., Berkeley before and after a two weeks period and 3 months later. Questionnaire responses from both groups received intensive content analysis based on the method of dichotomous decisions, and showed much greater change in WTL participants than in the control group. The response came from 96 percent of 68 persons completing training, reporting that many cases of significant personal growth were achieved and there was no psychological harm. The majority of the changes persisted, or grew. There are tables and references. (sm)

70. AC 000 655 E LABORATORY TRAINING IN HUMAN RELATIONS AND ORGANIZATIONAL BEHAVIOR. Harrison, Roger * Oshry, Barry. National Education Assn. National Training Laboratories. 67 EDRS PRICE MF-$0.09 HC-$1.64 41p.

TERMS: *training laboratories, *sensitivity training, *behavior change, *evaluation, *management development,

ABSTRACT: A series of studies investigated the effects of laboratory training in human relations on the organizational behavior of middle managers. Through repeated factor analysis the Organizational Behavior Describer Survey (OBDS) was developed, on which a manager and his associates could describe his behavior. The OBDS permitted ratings on Rational-Technical Competence, Verbal Dominance, Consideration, and Emotional Expressiveness. Studies of 357 managers in 4 populations showed no significant changes in organizational behavior following training. However, there were positive relationships between involvement in the laboratory and increases on the Consideration scale. There were small correlations between behavior in the organization and in the training laboratory. Determinants of organizational behavior seem to be situational and strong barriers to the transfer of attitudes from the training laboratory to the organization may exist. Training may lead to multidimensional and multidirectional changes. The document includes sample questions, tables of correlations, and 13 references. (aj)

71. AC 000 546JI HUMAN RELATIONS TRAINING, A CRITICAL EVALUATION OF ON-THE-JOB EFFECTS (IN Training and development journal, 20(8), Sep 66, pp.18-27). Miraglia, Joseph F. SEP 66 10p. Bibliog, pp.25-27.

TERMS: *human relations, *supervisory training, *evaluation, *transfer of training, role playing, attitude change, sensitivity training.

ABSTRACT: The author revie[illegible] 1 2 case study evaluations of effects of human relations training on trainees back on the job, 3 quasi-experimental evaluations (no control group), 6 experimental studies of course impact (with control group), in 5 of which role playing was used, 2 experimental studies of on-the-job behavior and other course effects, 2 studies involving opinion appraisal skills (sensitivity), a study of reasons why human relations training fails to be applied, 3 studies on improving leadership climate, and his own doctoral thesis on a program of interpersonal competence training for nursing supervisors. All but 2 of these studies noted significant improvement in attitudes and human relations skill. However, existing studies were generally found inadequate. Inadequacies were attributed to (1) lack of valid and reliable means of measurement, (2) unwillingness of organizations to experiment in sensitive human relations areas, (3) inherent difficulties of investigating and experimentally controlling dynamic interaction within organizations, and (4) the difficulty of evaluating training outcomes in ever-changing organizational settings. Document includes 32 references. (ly)

72. AC 000 858*I RELATIONSHIPS BETWEEN CONFORMING JUDGMENT AND EMPLOYEE RANK AND BETWEEN CONFORMING JUDGMENT AND DOGMATISM IN AN EMPLOYEE GROUP (Ph.D. thesis). Long, Huey B. Florida State Univ., Tallahassee. JUL 66 54p.

TERMS: *conformity, *dogmatism, *supervisors, *comparative analysis, tables (data), research, males, doctoral theses,

ABSTRACT: The study was to determine 1) the relationship between conformity and relative rank in an employment group, 2) the relationship between conformity and the rank of employees, and 3) the relationship between conformity and dogmatism as measured by Rokeach's Dogmatism Scale. Instruments used included the dogmatism scale and Asch's vertical line scale. Fifty-nine adult male supervisory employees of the Florida Forest Service were the subjects. Each subject was tested with 3 fellow employees. The other employees served as confederates of the experimenter and purposely selected incorrect lines from among the lines in the Asch scale. The institutional rank of the confederates was varied, thus the confederates were either subordinate to, peer to, or supraordinate to, the subject. The major findings of the study were – 1) When dogmatism scores were similar there was a significant difference among the subjects tested with different ranks, 2) When dogmatism scores were similar there was a significant difference between the conformity of subjects of different ranks, and 3) There was no significant relationship between dogmatism and conformity. There are tables and 35 references. (author/aj)

SEE ALSO: 15, method preferences of adults; 82, lectures in decision-making course; 154, human relations training for cross-cultural contact; 157, Great Decisions program.

Individual Methods and Techniques

73. AC 000 641 I COMPARISON OF VARIOUS APPROACHES TO TRAINING FOR CULTURE-CONTACT. Final report. Eachus, Herbert T. Aerospace Med Research Lab., Wright-Patterson AFB, Ohio. MAR 67 16p. Bibliog. pp.9-11.

TERMS: *cross cultural training, *self confrontation, *culture contact, *military personnel, *communication skills, research reviews,

ABSTRACT: A comparative analysis was made of several approaches to training for cross-cultural interaction by U.S. military personnel. Two major opposing scientific conceptualizations of training for culture-contact are discussed. Training objectives are presented with consideration of self-confrontation as a training technique. Self-confrontation through videotape and analysis of role-playing has been shown experimentally to train for interaction skills in a cross-cultural setting and to result in retention of these skills for considerable periods of time. (author/ja)

74. AC 000 539 I ACQUISITION AND RETENTION OF CROSS-CULTURAL INTERACTION SKILLS THROUGH SELF-CONFRONTATION. Eachus, Herbert T. * King, Philip H. Wright-Patterson AFB, Ohio. Aerospace Medical Research Labs. AMRL-TR-66-8. MAY 66 82p.

TERMS: *cross cultural training, *self confrontation, *role playing, *reading assignments, *evaluation,

ABSTRACT: An experiment tested the relative effectiveness of two techniques for training U.S. Air Force military advisors in cross-cultural communication skills. Skill retention and effects of attitude on learning were also studied. Subjects portrayed an Air Force captain interacting with a foreign counterpart, played by a confederate of the experimenters. Subjects were informed about specific behaviors appropriate to the situation. Each had received a positive, negative, or neutral description of the counterpart's fictitious culture. The 66 male subjects were divided into 2 groups and taught the desired behaviors by extensive reading of manuals followed by 3 role-playing sessions with the counterpart, or largely with self-confrontation by a videotape replay between role-play trials. All subjects performed the same role again either 1 day, 1 week, or 2 weeks after initial training. Self-confrontation proved superior to reading, in training the desired behaviors. Subjects with positive attitudes toward the culture learned fastest. Retention of skills learned through self-confrontation was high. Document includes detailed descriptions of the experimental situation and of proposed cross-cultural training research. (author/ly)

75. AC 000 540 I THE INFLUENCE OF PRACTICE FRAMES AND VERBAL ABILITY ON PROGRAMMED INSTRUCTION PERFORMANCE. Melching, William H. * Nelson, Frank B. George Washington Univ., Washington. HumRRO. TR-66-1 U.S. Dept. of the Army, Washington. DA-Proj-2J024701A712 JAN 66 DA-44-188-ARO-2 24 p. illus.

TERMS: *programed instruction, *verbal ability, *evaluation, practice frames, enlisted men, achievement tests, time factors,

ABSTRACT: A program in counterinsurgency was analyzed into teaching and practice frames and 2 program versions prepared, 1 containing both teaching and practice frames, and 1 containing only teaching frames. These were administered to 32 enlisted men representing 2 levels of verbal ability. On completing the program, each subject was administered 3 types of achievement test. Learning time and number of errors were obtained. The presence of practice frames was found to be influential only on a written recall type of test, where they enabled subjects to proceed through the program at a faster rate per frame, make fewer program errors, and score higher. Practice frames increased the total program learning time. Verbal ability was found to have a significant effect on performance on each type of achievement test and on both measures of performance. (ja)

76. AC 000 117 I A COMPARISON OF RESPONSE CONFIRMATION TECHNIQUES FOR AN ADJUNCTIVE SELF-STUDY PROGRAM. Meyer, Donald E. Aerospace Medical Research Lab., Wright-Patterson AFB, Ohio. AMRL-TR-66-98 JUN 66 31p. illus.

TERMS: *programmed materials, *response mode, *feedback, *evaluation, reinforcement, research, air force personnel,

ABSTRACT: An experiment compared the effectiveness of 4 methods of confirming responses to an adjunctive self-study program. The program was designed for Air Force aircrews undertaking a refresher course in engineering. A series of sequenced multiple choice answers each referred to a page and paragraph of a publication containing detailed information on the questions. If a response was correct the student continued to the next question. If it was incorrect he referred to the publication. The methods of response confirmation were (1) chemically impregnated inks which changed color when moistened with a wetting agent, (2) punchboards, (3) opaque erasable overlays, and (4) a machine with a lighting and buzzing system. No significant differences in learning were found as a result of these methods, nor were there notable differences between group opinions about the methods used. On this basis, the selection of a response confirmation mode for an adjunct program may be based upon cost and availability of equipment and materials. (ja)

77. AC 000 112 I COMPUTER BASED ADAPTIVE TRAINING APPLIED TO SYMBOLIC DISPLAYS. Mirabella, Angelo * Lamb, Jerry C. General Dynamics Corp., Groton, Conn. Electric Boat Division. U.S. Naval Training Device Center, Port Washington, N.Y. NAVTRADEVCEN 1594-1 MAR 66 N61339-1594 36p.

TERMS: *computer assisted instruction, *psychomotor skills, *task performance, *adaptive training, *evaluation, visual stimuli,

ABSTRACT: The effects of adaptive and nonadaptive training on target detection performance using symbolic data displays were studied, using 42 male employees of General Dynamics Corp. Electric Boat Division as subjects. Experiment I investigated the effect of practice upon target recognition. The results indicated that target recognition was improved by practice but by the second session learning had leveled off. Experiment II dealt with adaptive versus non-adaptive procedures. There was no evidence that training adaptively was more effective than traditional procedures. Experiment III investigated the effects of various error rates upon monitoring performance. It was found that subjects who were maintained at a nominal error rate of 20, 40, 60, and 80 percent learned as well as those subjects trained under a 20 percent error rate. (aj)

78. AC 000 158 I DEVELOPMENT OF TECHNICAL TRAINING MATERIALS FOR NIKE HERCULES JUNIOR OFFICERS. Haverland, Edgar M. George Washington Univ., Washington. HumRRO. TR-66-6 U.S. Dept. of the Army, Washington. DA-44-188-ARO-2 JUN 66 46p. illus.

TERMS: *evaluation, *instructional materials, *program development, *programed texts, test construction, on the job training,

Research aimed to improve the ability of Nike Hercules battery officers to evaluate the operational readiness of their units by identifying the technical information most needed for judging readiness and developing effective training materials. An analysis was made of the functions of the Nike Hercules fire control system, and the officer's role in operating and maintaining the system, resulting in a list of major system functions which was used to choose the content of training materials. These were programmed for self-instructional training and tests were constructed covering the technical information. Fifty student officers were divided into experimental and control groups, matched on final grades in the Officer Basic Course. The control group used existing army reference materials. The experimental group, using programed materials, achieved significantly higher posttest scores for 6 of the 10 sections of material. The program was particularly helpful in teaching complex technical information. The same method of developing instructional materials may be used for officers of other weapon systems. (author/ja)

79. AC 000 306 I AN EXPERIMENTAL EVALUATION OF METHODS FOR IMPROVING THE READING SKILLS OF STUDENTS AT A NESEP PREPARATORY SCHOOL. Hooprich, Eugene A. * Anderson, E. H. U.S. Navy Training Research Laboratory, San Diego, Calif. MAR 66 13p. illus.

TERMS: *reading speed, *reading comprehension, *reading instruction, *evaluation, *mechanical teaching aids, military training,

ABSTRACT: An evaluation was made of the relative effectiveness of several reading training methods differing in number or type of reading devices and time of training. Comparisons were made among 5 matched groups of enlisted men (4 training groups and a control group) each composed of 12 Navy Enlisted Scientific Education Program Preparatory School students. Pre- and post-training test performance comparisons showed significant increases in speed of comprehension for 3 of the 4 training groups. No significant differences in the amount of speed of comprehension gain were attributable to use of reading machines or scheduled time of training sessions. None of the experimental groups made significant gains in level of comprehension. A change in post-training test orientation, emphasizing speed, significantly increased reading speed and decreased reading comprehension test performance. (author/ja)

80. AC 000 157 I THE RELATIONSHIP OF READING ABILITY TO ACHIEVEMENT IN AN EXPERIMENTAL ELECTRONICS TECHNICIAN SCHOOL. Hooprich, Eugene A. U.S. Navy Training Research Laboratory, San Diego, Calif. JUN 66 10p. illus.

TERMS: *achievement, *reading ability, *electronics, *academic performance, *task performance, experimental teaching,

ABSTRACT: A sample of 75 navy personnel who had completed recruit training were members of 5 experimental Electronics Technician School classes. Proficiency in maintenance performance was stressed more and textbook study less than in many such courses. The trainees' composite scores on all written and performance tests administered throughout the course were correlated with 2 reading test scores. No statistically significant correlations were obtained. Reading ability within the range of the present sample, who had aptitude scores slightly below those required for selection to Electronics Technician A schools, does not appear to be a critical factor in determining success in training. (ja)

81. AC 000 301JI SUBJECTIVE AND OBJECTIVE COMPARISONS OF SUCCESSFUL AND UNSUCCESSFUL TRAINEE DRIVERS (IN Ergonomics, 9(1), Jan 1966, pp.49-56). Brown, I. D. 66 8p. illus.

TERMS: *driver education, *evaluation techniques, *objective tests, *evaluation, *test construction, subjective evaluation,

ABSTRACT: Twenty-two men were tested at weekly intervals during a 5 weeks course in bus-driving. The use of the vehicle's controls and time taken over a standard circuit in traffic were recorded at each test, and the trainees' reserve capacity was measured by scoring their performance on a subsidiary auditory task. Trainees were subjectively assessed by experienced examiners. Details were available of previous driving experience with other vehicles. Test scores and driving background of trainees who passed the driving test for Public Service Vehicles, given at the end of the course, were compared with the scores and backgrounds of those who failed. Success on the P.S.V. test was significantly related to previous driving experience, to the result of the progress check given after 14 days' training, and to the reserve capacity score. At no stage during training could the two groups be discriminated on the objective measurements made directly on driving performance. The relative merits of these methods of assessing driving potential are briefly discussed, with a view to the design of simple selection tests for professional drivers. (author/ja)

82. AC 000 115 I EVALUATION OF A TECHNIQUE FOR CLASSROOM PRACTICE IN DECISION MAKING. Abrahams, Norman H. U.S. Naval Personnel Research Activity, San Diego, Calif. SSR 66-18 U.S. Navy Dept. Chief of Naval Personnel. AD 635 597 MAY 66 14p.

TERMS: *decision making skills, *workbooks, *lectures, *case method, *evaluation, military officers, student attitudes, research,

ABSTRACT: A study was conducted to evaluate, in terms of student interest and instructional effectiveness, individually administered notebook exercises in anti-air warfare decision making. In a 5-day training session, an experimental class of naval officers received notebook exercises in addition to lectures, while a control group had only the lectures. A criterion test showed that the exercises improved decision quality. The students found the approach interesting and helpful. The appendix includes student responses to questionnaire on the major values and deficiencies of the exercises. Contains tables. (author/aj)

83. AC 000 128 I PROMPTING VS FEEDBACK IN TRAINING AUDITORY JUDGMENTS OF VARYING DIFFICULTY. Aiken, E. G. U.S. Naval Personnel Research Activity, San Diego, Calif. AUG 66 16p. illus. fs. Bibilog. pp.11-12.

TERMS: *feedback, *prompting, *auditory training, *reinforcement, enlisted men, naval training, research, Sonar Pitch Memory Test,

ABSTRACT: Two procedures for training enlisted men were compared for their efficiency in training 2 auditory judgments. Prompting involved presentation of the correct answer before the presentation of the stimulus. Feedback involved presentation of the correct answer after the men had judged the stimulus. Results indicate (1) trend toward superiority of feedback in improving pitch discrimination at two levels of difficulty, (2) toward superiority of prompting in the training of pitch and intensity identification, and (3) toward greater transfer to a Doppler discrimination problem following auditory identification as opposed to auditory discrimination training. Recommendations are made concerning implications of the data for Navy training and future research. Document includes 15 references. (author/ly)

84. AC 000 123 I RESEARCH AND DEVELOPMENT IN TRAINING, MOTIVATION, AND LEADERSHIP, WORK PROGRAM, FISCAL YEAR 1967. George Washington Univ., Washington. HumRRO. U.S. Dept. of the Army, Washington, D.C. JUN 66 113p. illus.

TERMS: military training, *research proposals, *research projects, *leadership training, *teaching techniques, army personnel,

ABSTRACT: Plans are outlined for research on army training to be done by Human Resources Research Office (HumRRO) of the George Washington University. The general goal is to discover, develop and apply human factors and social science principles and techniques to enhance the efficiency of both training and operational performance of military personnel. Research covers training methods, requirements for training devices, motivation, and leadership. Each project proposed for 1967 is stated in terms of the military sponsor, research objectives, background of the problem and stages of research completed by HumRRO, the projections of work for 1967, and an estimate of work to be done after 1967. The statements of work to be done are grouped under Individual Training and Performance, Small-unit Training and Performance, Training Technology, and Training Management. (ja)

85. AC 000 121 I THE FORGETTING OF INSTRUMENT FLYING SKILLS AS A FUNCTION OF THE LEVEL OF INITIAL PROFICIENCY. Adams, Jack A. * and others. U.S. Naval Training Device Center, Port Washington, N.Y. 132p. illus. Bibliog., pp.48-49.

TERMS: *retention, *instrument flying skills, *time factors (learning), *air force training, evaluation, statistical data, research,

ABSTRACT: This study was designed to determine whether instrument flying skills are affected by a 4-month interval of nonflying, and whether this effect differs as a function of initial flying proficiency. After equal classroom training, 2 matched groups of ROTC students, without previous flight instruction, were given a high and an intermediate amount of operational flight training, respectively. Following a 4-month period without practice, they were tested for retention. The 4-month interval without practice resulted in large decrements in the discrete procedural aspects of flight. In continuous flight control, forgetting occurred only occasionally and in amounts judged relatively insignificant by investigators. The differential effects of nonpractice on procedural versus flight control tasks were observed, even where both types of tasks were conducted simultaneously. In most instances there was no relationship between amount forgotten and initial level of flying proficiency. At the end of the interval, the high level training group retained superiority over the intermediate group. Practical application and research implications are discussed. Document includes appendixes and 13 references. (ly)

86. AC 000 127 I PURSUIT ROTOR PERFORMANCE, 1. EFFECTS OF REINFORCING THE LONGER INTERVALS OF CONTINUOUS TRACKING WITHIN EACH TRIAL. Sheldon, Richard W. * Bjorklund, John F. George Washington Univ., Washington. HumRRO. U.S. Dept. of the Army. Office, Chief of Research and Development. JUN 66 30p. illus. fs. Bibliog.

TERMS: *enlisted men, *target detection, *reinforcement, *time factors (learning), *psychomotor skills, feedback, retention, motivation,

ABSTRACT: To determine whether selective reinforcement of pursuit rotor performance facilitates acquisition of skill and promotes its retention, 5 groups of enlisted men were individually trained for 10 sessions of 15 trials each. Selective reinforcement of longer than average target contracts was introduced for one group of subjects during Sessions 6 and 7 and for another during Sessions 4 to 7. Continuous reinforcement of target contracts was introduced for 2 other groups. A control group received no reinforcement. Dependable improvements in time-on-target scores were obtained for all 4 sessions, but the superior performances were not maintained when reinforcement was withdrawn. Results suggest that this improvement as a function of feedback was attributable to motivational rather than learning or informational effects. Document includes tables and 7 references. (author/ly)

87. AC 000 116 I AN EXPERIMENT IN BASIC AIRBORNE ELECTRONICS TRAINING. PART I, EFFECT OF REDUCTION IN TRAINING TIME UPON KNOWLEDGE OF ELECTRONICS FUNDAMENTALS. Longo, Alexander A. * Mayo, G. Douglas. U.S. Naval Personnel Research Activity, San Diego, Calif. AUG 66 20p. illus.

TERMS: *time factors (learning), *electronics, *air force training, *enlisted men, longitudinal studies, matched groups,

ABSTRACT: This is the first report on a longitudinal study of whether training time can be reduced in basic airborne electronics training through revision of the course. It compares the relative performance of 2 matched groups of 154 trainees each, on the basis of a comprehensive test of knowledge of electronics fundamentals after the regular course of 19 weeks and the revised course of 14 weeks. Data indicate that the 26 percent course reduction resulted in less knowledge, the difference between the 2 groups being statistically significant at the .01 level. However, in assessing the practical difference between the performance of the 2 groups, training and research personnel thought the optimum length of the course was perhaps about 16 weeks. (author/ja)

SEE ALSO: 15, method preferences of adults.

Training Devices

88. AC 000 564FC ERGONOMICS ABSTRACTS 42151-43000 (Archive copy). Gr. Brit. Ministry of Technology. Warren Spring Laboratory. DEC 66 144p.

TERMS: *annotated bibliographies, *instructional aids, *performance, *ergonomics, *psychomotor skills,

ABSTRACT: This is a bibliography, with abstracts, of literature on the aspect of technology concerned with the application of biological and engineering data to problems relating to the mutual adjustment of man and the machine, including learning. It is in numerical order by document number and has a classified index. One major section of the classification is on training aids and devices. (eb)

89. AC 000 125 I TRAINING SYSTEM USE AND EFFECTIVENESS EVALUATION. Jeantheau, Gabriel G. * and others. Dunlap and Associates, Inc., Darien, Conn. U.S. Naval Training Device Center, Port Washington, N.Y. JUL 66 130p. illus. Bibliog. pp.110-113.

TERMS: *simulators, *transfer of training, *measurement techniques, *evaluation methods, research, instructional design,

ABSTRACT: Criteria for evaluation of training device effectiveness have been developed. The report examines methods of evaluation with particular emphasis on the problems of objective evaluation in the ongoing training situation. Consideration is given to problems of measurement, experimental design, and analysis in the field setting. Further, attention is given to the issues of utilization and design of training devices and their influence on training effectiveness. An evaluation of the Aetna Drivotrainer was made and consequent recommendations are included for the 11H34 Driving Improvement Trainer. A criterion-referenced measurement system was developed for the 1BZ2 Maneuvering Tactics Trainer for possible subsequent use in evaluating that device. (ja)

Adult Education Personnel

90. AC 000 649JI THE DOCTORATE IN ADULT EDUCATION, 1935-1965 (IN Adult Education, 16(3), Spr 66, pp.131-168). Houle, Cyril O. * Buskey, John H. 66 38p.

TERMS:* doctoral degrees, *statistical data, *individual characteristics, *adult educators, institutions, age differences, questionnaires,

ABSTRACT: Completed questionnaires submitted by 480 holders of American adult education doctorates were analyzed, primarily by kinds of work performed and types of employing institutions. Total adult education doctorates awarded by 30 institutions during 1935-65 were indicated, together with totals for specific years. Data were obtained on (1) age distribution of recipients, by 5-year periods, 1946-65, (2) average age at award, by 5-year periods, 1935-65, and (3) ages at which respondents received their doctorates. Respondents were living in 46 states and territories and in 21 foreign countries, notably Canada, India, and Australia. The Ph.D. was held by 294 and the Ed.D. by 186. Less than half were members of the Adult Education Association. The average age at award has risen from 38.6 to over 41 years, apparently because of longer time required for completion, degree seeking by more adult education workers desiring fuller credentials, and deferral of doctoral study until financial and other obligations have been met. The majority of graduates of the 5 main awarding institutions — Michigan State, Wisconsin, Columbia, Cornell, and Chicago — serve colleges and universities in administrative and teaching capacities, but all 5 vary widely in alumni characteristics and fields dominated. Document includes a chart, 7 tables, references, and a directory of degree holders. (ly)

91. AC 000 857MI THE ROLE AND TRAINING OF PROFESSIONAL AND VOLUNTEER ADULT EDUCATORS IN CZECHOSLOVAKIA (M.A.

thesis). Kulich, Jindra M. British Columbia Univ., Vancouver. AUG 66 152p.

TERMS: *adult educators, *professional training, *professional education, *volunteer training, *program administration, adult education,

ABSTRACT: The organization, management, form, and content of the unique standard national training system for adult educators in Czechoslovakia and the role of the adult educator in the communist state are examined in this study. Full-time adult educators are trained at both the university and secondary technical levels. Three universities and 3 secondary librarianship schools have full departments of adult education offering full-time and extra-mural programs in general and adult education and related fields. Qualifications for full-time adult educators are prescribed by the central planning authorities but actual qualifications often do not correspond to the required standard. Volunteers are trained in a standard Basic Adult Education Course and advanced courses have been established on an experimental basis. The preparation of young intelligentsia to serve as volunteers is emphasized. The development of research in adult education suffered a serious setback between 1950-1956 but since 1958 has been revitalized. Recent developments indicate increasing professionalism in the field. (author/aj)

92. AC 000 420 I ADULT TEACHERS AND THEIR STUDENTS, A STUDY OF EXPECTATIONS, GOALS, AND BEHAVIOR OF TEACHERS AND STUDENTS PARTICIPATING IN HIGHER ADULT EDUCATION. Summary. Leonard, Henry L. * and others. New School for Social Research, New York. Grant-1728 Revised-5-0872 65 23p.

TERMS: *participant characteristics, *participant satisfaction, *adult teaching, *program attitudes, *higher adult education,

ABSTRACT: A study undertook to examine and compare participants and teachers in liberal adult education in terms of social characteristics, reasons for participating, objectives and goals, participation in relation to other involvements, and sources of satisfaction derived from participation. Four university adult education programs with diverse institutional characteristics were studied. Sampling procedures sought to obtain representative teachers by field and duration in adult teaching. Students were those participating in classes of the selected teachers. Students and teachers completed an initial questionnaire. A longitudinal study was carried out in greatest depth at The New School. Questionnaires were developed from analysis of interviews with teachers and students. Attendance data and classroom observation were other sources of data. The findings are reported in detail and discussed in relation to the problems of student dropout rate, discrepancy between students' and teachers' definitions of student role, absence of a professional community among teachers of adults, and the desire among teachers to innovate and experiment educationally. (ja)

93. AC 000 953*I RETENTION OF PART-TIME TEACHERS IN PUBLIC SCHOOL ADULT EDUCATION PROGRAMS (M.A. thesis). Beck, Kenneth N. Chicago Univ. JUN 65 41p.

TERMS: *public school adult education, *part time teachers, *personnel policy, *staff development,

ABSTRACT: Directors of public school adult education programs have difficulty in retaining staff and have been unable to alleviate the problem simply by increasing salaries. This study aimed to determine major causes of the turnover of staff. A random sample of 3 groups of male teachers of adults in a suburban Illinois school system was chosen to complete a questionnaire based on categories of social, economic, political, personal and theoretical values. A group of 11 inexperienced teachers, a group of 11 experienced teachers, and a group of 12 former teachers were chosen. A comparison of questionnaire data from teachers and interview data from the director was also made. Some of the findings—importance of freedom in the classroom, imparting and seeking knowledge, and political values—suggest that leaders in public school adult education might stress values other than economic in recruiting campaigns, promotion and status have an important bearing on retention of part-time staff, and the director, although permitting freedom within the classroom, should institute inservice training programs which pertain to both theoretical and social values. There are tables, appendixes, and 16 references. (author/om)

94. AC 000 910*I A STUDY OF TRAINING NEEDS OF MARCH OF DIMES WORKERS AND SUPPORTERS (Ph.D. thesis). Chappel, Carl L. Indiana Univ., Bloomington. National Foundation, March of Dimes, sponsor. 06 SEP 66 195p. Funding $1175.

TERMS: *educational needs, *staff development, *volunteer training, *public relations, *health education,

ABSTRACT: A study was conducted in southern Indiana to determine the educational needs of the general public, solicitors, and organizers involved in the March of Dimes. Knowledge, attitudes, and skills required for more adequate support of the March were examined through a survey using an interview schedule. Major conclusions were (1) members of the general public are not adequately educated for proper and adequate support of the National Foundation, March of Dimes, (2) extensive and effective training programs must be conducted at the local level, and (3) an all-out effort by persons at all levels is needed to confront the public with the new area of concern — birth defects. (author/ja)

95. AC 000 905*I CERTAIN ASPECTS OF THE TEACHER'S ROLE IN WYOMING JUNIOR COLLEGES WITH IMPLICATIONS FOR PROGRAM PLANNING AND IMPROVEMENT (Ed.D. thesis). Christopher, Johnny L. Wyoming Univ., Laramie. MAY 66 216p.

TERMS: *program improvement, *teacher attitudes, *junior colleges, *adult vocational education, adult learning, program planning.

ABSTRACT: This study deals with a variety of factors relating to the junior college teacher's attitudes and abilities. The areas dealing most directly with adult education relate to vocational technical study and adult education itself. Of the 125 respondents, 76 percent indicated that their schools had a responsibility for vocational technical education, 10 percent felt that such programs lessened the prestige of their schools, and 4 percent said the junior college had no responsibility in the area. The majority felt their school's involvement in vocational/technical education could be increased. Teaching adult classes on an overload basis with adequate remuneration was acceptable to 79 of the 125 respondents, while 26 felt adult education was one of their responsibilities but preferred not to teach adults, and 11 felt no responsibility for adult education. The general attitude seemed to be that teaching was the same whether one was working with pupils aged 4 or 94 — 53 percent disagreed with the suggestion that teachers working with adults might benefit from the study of adult learning and adult psychology. (author/aj)

96. AC 000 925*I A STUDY OF THE RELATIONSHIP OF SELECTED SOCIAL FACTORS TO THE DEGREE OF INVOLVEMENT OF COMMUNITY AND RESOURCE DEVELOPMENT LEADERS IN DECISION-MAKING IN WILSON COUNTY, NORTH CAROLINA, 1966 (M.Ed. thesis). Emory, Frank. North Carolina State Univ., Raleigh. Kellogg Foundation, sponsor. JAN 67 74p.

TERMS: *decision making, *participation, *social influences, *community leaders masters theses, North Carolina, Wilson County, interviews, questionnaires,

ABSTRACT: Among 13 significant correlations were the following — As the degree of importance assigned by CRD Leaders to the successful '67 Project, School Drop-Out Prevention, P.T.A. membership drive, and Civil Rights Action increased, there was an increase in their decision-making involvement. Younger leaders were more highly involved in decision-making. Decision-making involvement by leaders increased as their participation in the P.T.A. and organizations other than the CRD organization increased. Men were more involved in the Farm Bureau membership drive, older leaders were more involved in Civil Rights Action. Involvement in adult education class initiation increased as the education of the leader increased. Farmers with higher incomes were more highly involved in the Farm Bureau Membership Drive and the Successful '67 Project; involvement in Recreation for Youth Efforts and the Farm Bureau Membership Drive increased with the importance of office held in CRD by leaders. (author/am).

97. AC 000 926*I FACTORS THAT AFFECT THE MISSISSIPPI EXTENSION HOME ECONOMISTS' ATTITUDES TOWARD CHANGING THE EXTENSION HOME ECONOMICS PROGRAMS (M.S. thesis). Cleveland, Joyce A. Wisconsin Univ., Madison. Kel-

logg Foundation, sponsor. Mississippi Cooperative Extension Service. 13 AUG 67 174p. Funding $5290.

TERMS: *extension agents, *home economics, *personal data, *program attitudes,

ABSTRACT: A study was conducted to determine the attitudes of the Mississippi extension home economists toward changing the program to serve a broader and changing clientele, and to analyze selected personal characteristics related to such attitudes. Data were collected from 179 home economists, a 95 percent return from the total population. A questionnaire on personal characteristics and attitudes toward program change and the California Psychological Inventory were the instruments used. Findings indicated that interest in further graduate study and participation in professional improvement activities were positively correlated with receptive attitudes toward program change. Low scorers on the personality trait, psychological-mindedness, had a high tendency to have an unfavorable attitude toward serving various clientele groups. Since the county extension leaders often establish group norms, research regarding their attitudes toward reaching a new and changing clientele was suggested. Includes 36 tables, 46 references, and 4 appendixes. (author/ja)

98. AC 000 927*I FACTORS RELATED TO THE EFFECTIVENESS OF TEACHERS OF SHORT-TERM ADULT VOCATIONAL COURSES (Ed.D. thesis). Jones, Charles I. Florida State Univ., Tallahassee. 20 APR 67 179p.

TERMS: *adult vocational education, *adult teaching, *behavior change, *teaching styles, *evaluation, participant satisfaction, teaching quality,

ABSTRACT: The correlation between selected characteristics of teachers of short-term vocational courses and changes in the behavior of the participants was studied. Three courses in which both verbal and manual skills were taught provided information on 44 teachers and 519 adult students. The topics of study were arc welding small engines and tractor maintenance. Student verbal gain, manual gain, satisfaction, and persistence were measured and correlations obtained with teachers' demographic characteristics and teaching styles for each course separately and for all courses combined. Findings were that teachers' knowledge of subject matter was significantly correlated with student verbal and manual gain. The latter was significantly positively correlated with verbal gain, and significantly negatively correlated with satisfaction. It was recommended that scores on tests of specific skills development should be a major factor in the certification and selection of teachers of adult vocational courses when student verbal and manual gains are program objectives. Includes 32 tables and 109 references. (author/ja)

99. AC 000 928*I JOB SATISFACTION OF SELECTED NORTH CAROLINA COUNTY AGRICULTURAL EXTENSION AGENTS (M.S. thesis). Tart, Jimmy C. North Carolina State Univ., Raleigh. 25 AUG 66 126p.

TERMS: *extension agents, *job satisfaction, *personnel data, *individual characteristics, *work attitudes,

ABSTRACT: A study was made to determine sources of, and factors associated with, job satisfaction and dissatisfaction of selected county agricultural extension agents in North Carolina. A 46-item opinion instrument was developed and mailed to selected present and former agents. Mean weighted scores and standard deviations were computed on each item in the nine factors for each of the two agent groups. Agents expressed satisfaction in the six factors of recognition, responsibility, supervision, achievement, working conditions, and salary and fringe benefits. Agents expressed dissatisfaction in advancement and organizational policy and administration, and neutrality in the factor of the work itself. Seven of the individual characteristics, years of employment, major area of responsibility, participation in graduate study, other positions held, 4-H membership, years of 4-H membership, and status of employment, were significantly associated with 7 of the 9 factors. Two factors, supervision and working conditions, and one general characteristic, positional aspiration, were not significantly associated with job satisfaction. Includes 37 tables and 34 references. (author/ja)

100. AC 000 709 E JUNIOR ASSISTANT HOME ECONOMICS AGENTS IN KANSAS, AN EVALUATION OF THE KANSAS PRE SERVICE TRAINING. Kemp, Phyllis E. Kansas State Univ., Manhattan. Extension Service. ES-1 APR 67 22p.

TERMS: *preservice education, *home economic education; *program evaluation,

ABSTRACT: To investigate the effectiveness of the Kansas pre service training program a pre-post test study was conducted using 13 white women college students. These girls had applied to participate in the program, most were from rural Kansas, and all but 1 had had 4-H experience. According to the "Cornell Level of Living Scale," most of the girls were from a high middle income group. The test based on methods, terms, and general knowledge of the extension programs was given at the beginning of the program and again at the end of the 9 week period (2 weeks of seminars at Kans. State Univ. with 7 weeks of field training). All but 1 of the girls increased her score on the post-test, indicating some increased understanding resulting from the training program. A critical ratio was employed and the resulting ratio of 14.01 was significant beyond the .01 level. No systematic evaluation of the application of knowledge was attempted, but from supervisors' reports it can be concluded that the girls did apply some knowledge, especially of methods. (author/aj)

101. AC 000 083 E STYLE OF ADULT LEADERSHIP AND PERSONAL CHARACTERISTICS DESIRED IN AN ADULT LEADER BY LOW SOCIO-ECONOMIC RURAL YOUTH (Ph.D. thesis). Apps, Jerold W. Wisconsin Univ., Madison. 67 221p.

TERMS: *rural youth, *leadership qualities, *leadership style, *adult leaders, role perception,

ABSTRACT: The purpose of this study was to determine factors related to the recruitment and training of volunteer adult leadership for work with lower socioeconomic rural youth in university extension youth programs. Specifically the study was concerned with comparing rural youth of different socioeconomic statuses as to their perception of personal characteristics in an adult leader, and style of adult leadership desired. The sample was 5th through 8th grade youth, 176 of lower socioeconomic status, and 174 of higher socioeconomic status. Socioeconomic status was measured by education and occupation of the head of the house and family possessions. Style of leadership was determined by asking the youths to select either a democratic, laissez faire, or authoritarian type of leader. Personal characteristics were determined by the youths' description of what they wanted in a leader, six categories being provided — (1) skills and talents, (2) social skills, (3) kindness and helpfulness, (4) respect for young people, (5) physical characteristics, (6) authoritativeness. The conclusions revealed that rural youth, regardless of status, wanted the personal characteristics of kindness and helpfulness, and a democratic style in an adult leader. Other conclusions were based on differences in age, sex, grade level, and socioeconomic status of the rural youth. (pg)

102. AC 000 954*I WHAT MOTIVATES EDUCATORS TO IMPROVE? (IN Minnesota Science, 23, Mar 1967, pp.10-12). Swanson, Harold B. * Carter, G. L., Jr. Minnesota Agricultural Experiment Station, sponsor. W. K. Kellogg Foundation, sponsor. MAR 67 3p. Funding $3000.

TERMS: *extension agents, *professional competence, *motivation, *professional continuing education,

ABSTRACT: A study was conducted at the University of Wisconsin to determine factors motivating Minnesota county agricultural extension agents toward professional improvement through graduate work and on the job efforts. One questionnaire was mailed and one administered in a group situation. All Minnesota agents but 2 participated. Forty percent had worked toward or earned an M.S. degree, and the same percent were highly motivated to do additional graduate work. Seventy-five percent were highly motivated to improve themselves professionally by other means. As factors motivating them toward professional improvement, agents perceived local groups, improved incomes, promotion, self-satisfaction, and desire to provide better service. Discouraging factors were local and family opposition to the time involved, difficulties in getting away from their jobs, schooling costs, interruption of the job, need for help in work, and pressure of time. The study shows that communities need to (1) accept the idea that educators must continually improve their competency, (2) recognize the costs to the educator of keeping up to date, and (3) encourage the educator to develop professionally through acceptance and assurance that development will be rewarded. (author/ja)

103. AC 000 943*I AN ANALYSIS OF VOLUNTARY LEADERS' PERCEPTION OF THE STRUCTURE AND FUNCTION OF THE COOPERATIVE EXTENSION SERVICE, MONTGOMERY COUNTY, ALABAMA (M.Ed. thesis). Jones, Robert F. North Carolina State Univ., Raleigh. Kellogg Foundation, sponsor. JAN 67.

TERMS: *perception, *rural extension, *volunteers, *leadership responsibility, *program attitudes,

ABSTRACT: The purposes of this study were to acquire understanding of the perception that leaders have of the Cooperative Extension Service and to determine the extent to which personal and social factors are related to their perception. Interview questionnaires were used with 90 voluntary leaders, and Friedman rank order analysis of variance was used to test the statistical significance of relationship between leaders' perception and 9 selected personal and social factors. Leaders assigning lowest importance to objectives, to clientele groups, to general roles, or to program are described in terms of their ages, education, place of residence, leadership tenure, and the correctness of their perception of the organization for program development. An implication of the findings is that curriculums to restructure the frame of reference of young voluntary leaders with short leadership tenure are needed in rural extension. (am)

104. AC 000 951*I A STUDY OF NORTH CAROLINA 4-H EXTENSION AGENTS' PERCEPTION OF DIFFICULTIES ENCOUNTERED IN PERFORMING THEIR ROLE IN THE COMMUNITY 4-H CLUB PROGRAM (M.Ed. thesis). Moore, Pauline E. North Carolina State Univ., Raleigh. MAR 67 121p.

TERMS: *role perception, *youth leaders, *extension agents, *youth clubs, *leadership responsibility,

ABSTRACT: The general objective of this study was to determine 4-H extension agents' perception of their role in the community 4-H Club program. Specific objectives were to determine 4-H agents' perception of difficulties encountered in performing tasks pertaining to community 4-H programs, and of the most suitable type of training to meet their need. A mail questionnaire incorporating 37 tasks considered central to the 4-H agent's community role was used to collect relevant data from North Carolina 4-H extension agents. A majority encountered some difficulty with each task named, and a majority also favored inservice training as the best means of acquiring competence. It was hypothesized that there were no differences between task performance difficulties and the following variables – age, content area for highest degree earned, tenure as a 4-H agent, consideration of 4-H as one's major responsibility, opinion of the 4-H agent position, degree of satisfaction in 4-H work, and degree of contact with district supervisory teams. The null hypothesis was rejected for all variables except the last. All other factors were significantly related to the difficulties 4-H agents encountered in performing their role in community 4-H Club programs. (author/ly)

105. AC 000 950*I A STUDY OF THE NORTH CAROLINA 4-H EXTENSION AGENTS' PERCEPTION OF THEIR ROLE IN THE 4-H COMMUNITY CLUB PROGRAM (M.Ed. thesis). Smith, Wayne P. North Carolina State Univ., Raleigh. MAY 67 97p.

TERMS: *role perception, *youth leaders, *extension agents, *youth clubs, *leadership responsibility,

ABSTRACT: Purposes of this study were to determine North Carolina 4-H agents' perception of their role in the 4-H community club program and to identify characteristics associated with their perception. Investigation was made of 37 tasks by grouping the tasks into 3 categories – planning, executing and evaluating. The instrument was administered by mail to 4-H extension agents. There was consensus among 4-H extension agents on the 37 suggested tasks as constituting part of their role in the 4-H community club program, but diversity in their perception of the degree of importance and level of performance assigned to the tasks. Of the 3 phases, the 4-H agents assigned a higher degree of importance to the executing phase of 4-H community club work. Conversely, the agents designated a higher level of performance to the planning and evaluating phases than to the executing phase of the 4-H community club work. Several of the selected factors – degree of satisfaction, size of county staff, time devoted to 4-H club work, and 4-H agents' perception of the

4-H position – appear to be associated with the agents' perception. (author/sm)

106. AC 000 956*I A ROLE CONSENSUS OF VIRGINIA COUNTY AGENTS AND THEIR SUPERVISORS (M.S. thesis). Weddle, Benjamin H., Jr. North Carolina State Univ., Raleigh. AUG 66.

TERMS: *extension agents, *supervisors, *role perception, *task performance,

ABSTRACT: This study attempted to determine differences in the role expectations of county agents and supervisors relative to the activities outlined in a "Job Analysis Summary," differences in county agents' role expectations and their perceived level of performance with respect to each of the 31 activities encompassed in their defined role, and the association between the role expectations held by agents and selected variable factors. A questionnaire was completed by 95 of 99 agricultural extension agents in Virginia and all members of a 12-man supervisory team. General consensus between agents and supervisors prevailed. No differences were determined between agents and supervisory team members' expectations when the activities were summed into one county agent role. Lack of consensus between agents and supervisors existed in the assessment of one of the eight functions, program determination. (author/sm)

107. AC 000 944*I A STUDY OF NORTH CAROLINA POULTRY CONTRACTORS' AND SELECTED AGENTS' EXPECTATIONS OF THE COUNTY POULTRY AGENT POSITION (M.S. thesis). West, John R. North Carolina State Univ., Raleigh. APR 67.

TERMS: *extension agents, *agricultural personnel, *leadership responsibility, *program development, *rural extension,

ABSTRACT: This study was designed to determine the degree of consensus between selected extension agents and poultry contractors with respect to expectations of the role of the county extension poultry agent in North Carolina and the degree to which selected factors were related to each of the 2 respondent groups' expectations. Generally there was consensus between the 2 respondent groups on the relative priority assigned to the activities enumerated in the role model. An exception was that contractors assigned a lower priority to the activity concerned with agents providing assistance to the industry in developing long-range programs than did the agents. Generally the factors investigated were not associated with the priority assigned to the activities by the agents. An exception was the percentage of time devoted to poultry. Correlation values for this factor indicated a significant association of assigned priority for 5 of the activities in the role model. Agents devoting a large percentage of time to poultry assigned higher priority to activities encompassed in the model than those devoting less time. Contractors' age was significantly associated with assigned priority to 4 activities in the model. Older contractors tended to favor agents working directly with producers more than their younger counterparts. (author/sm)

108. AC 000 932*I A STUDY OF 4-H CLUB LEADERS' PERCEPTION OF THEIR LEADERSHIP RESPONSIBILITIES IN WARREN COUNTY, NEW YORK (M.S. thesis). Chaplin, Glenn. North Carolina State Univ., Raleigh. JUL 66.

TERMS: *leadership responsibility, *perception, *youth leaders, *youth clubs,

ABSTRACT: A role model consisting of 36 leadership responsibilities was developed to study the local 4-H leaders' job. The objective was to determine the perception that local 4-H Club leaders have of the 36 responsibilities and to determine the extent to which selected factors were associated with leaders' perceptions. A mail questionnaire was sent to all 4-H leaders who had served at least one year in the 4-H program in Warren County. Seventy percent responded. The findings indicated that, in general, the leaders agreed that all of the 36 responsibilities were encompassed in their role. The leaders reported performing nearly all of them. However, they indicated that their level of competence in carrying out these responsibilities varied greatly. Leaders assigned more importance to those responsibilities concerned with teaching and self-improvement than those associated with organization, supervision and promotion. Too, the leaders' perception of the relative importance which ought to be assigned to each responsibility varied greatly. Five of seven positively stated hypotheses, testing the association of selected factors with leaders' perceived relative importance of their leadership role, were accepted. Findings from this study support the assumption that more effectively designed leader training programs are needed to help local 4-H Club leaders become more knowledgeable about and competent in performing their leadership role. (author/sm)

109. AC 000 933*I A STUDY OF NORTH CAROLINA EXTENSION STAFF MEMBERS' EXPECTATIONS OF THE ROLE OF THE COUNTY EXTENSION AGENTS (M.S. thesis). Peters, John M. North Carolina State Univ., Raleigh. N. C. Agricultural Extension Service, sponsor. JUN 66.

TERMS: *extension agents, *leadership responsibility, *behavior,

ABSTRACT: This study dealt with the delineation of behaviors that ideally ought to constitute the role of the county extension agent. It tried to determine the relative importance that extension staff members assign to various behaviors included in a model of the county agent's role, and the extent to which selected personal factors were associated with staff members' expectations of the agent's role. Based on an intensive review of literature, a role model consisting of 30 suggested behavioral attributes was developed with the assistance of a panel of extension training leaders, directors, and adult education professors. The behavioral attributes were incorporated into a mail questionnaire used to collect data from 175 county and state staff members of the North Carolina Cooperative Extension Service. An analysis of staff members' responses revealed a high degree of importance assigned to each of 30 behaviors described in the model. Staff members felt that a lack of competence in the behaviors would seriously limit the agent's professional effectiveness. Staff members' responses to the model differ according to professional organizations, degree held, and content area of degree. (author/sm)

SEE ALSO: 134, qualities needed in adult basic education teachers; 135, teacher attitudes toward illiterates.

Education of Clientele Groups

Adult Vocational Education, Job Related Training

110. AC 000 542 I CLASSROOMS ON MAIN STREET, AN ACCOUNT OF SPECIALTY SCHOOLS IN THE UNITED STATES THAT TRAIN FOR WORK AND LEISURE. Clark, Harold F. * Sloan, Harold S. Institute for Instructional Improvement. 66 173p. Pub. by Teachers College Press, New York.

TERMS: *specialty schools, *adult vocational education, programs, trade and industrial education, service education, curriculum,

ABSTRACT: This report places the "specialty" schools in proper perspective in the contemporary American educational scene. Variously called proprietary, trade, and vocational schools, all these schools are on a non-collegiate level outside of the conventional school system and all prepare students for a particular business position or industry, skilled trade, semiprofession, personal service, or some other vocation or avocation. An estimate is made of their numbers and attendance, and their origin is briefly traced. The controls to which they are subjected, the scope of their curriculums, nature and depth of their courses of instruction, administrative procedures, and their significance in the light of new technology are discussed. A bibliography includes general publications, Federal and State publications, and dictionaries and directories. (eb)

111. AC 000 812FI A SURVEY OF THE TECHNICAL NEEDS OF INDUSTRY AND IMPLICATIONS FOR CURRICULUM DEVELOPMENT IN HIGHER EDUCATION (ED 010 237). Jacobsen, Eckhart A. * Swanson, Merlyn. Northern Illinois Univ., DeKalb. CRP-S-298 BR-5-0248 66 OEC-5-10-140 EDRS PRICE MF-$0.36 HC-$9.76 244p.

TERMS: *industrial arts, *manpower development, *vocational education, *industrial training, *program development, educational needs,

ABSTRACT: The major purpose of this study was to survey and identify technological manpower needs of industry and to relate these needs to curriculum development in higher education. A questionnaire survey method was employed for the investigation. Approximately 11,000 companies were selected for saturation mailings. The study results were based upon questionnaire returns of about 10 percent of the sample companies. These returns met specified criteria for analysis. Three kinds of information were requested — 1) general information about the company, 2) technological characteristics of the company including inservice or in-plant training of technicians, and 3) information about the technological needs of the company. The report includes general and specific findings related to a total of 50 technician positions. The frequency and distribution of inservice or in-plant training programs is given by geographic zones. Curricular conclusions were presented for — 1) chemical technology, 2) metals technology, 3) electronics technology, 4) mechanical technology, and 5) miscellaneous technology. Document includes tables, bibliography, and survey form period (rie/aj)

112. AC 000 811FI A NATIONAL STUDY OF THE AVIATION MECHANICS OCCUPATION. Allen, David * and others. California. Univ., Los Angeles. ERD-393 California Dept. of Education, Sacramento. BR-5-0189 66 OEC-6-85-043 EDRS PRICE MF-$0.36 HC-$9.40 235p.

TERMS: *aviation mechanics, *industrial training, *job analysis, *program development, surveys, vocational education,

ABSTRACT: A national survey was undertaken to provide data for the accomplishment of 3 objectives — 1) to investigate the technical knowledge and manipulative skills of aviation mechanics as required by the aviation industry, 2) to identify a core curriculum for the training of aviation mechanics, and 3) to identify the scope of training offered by industry. The survey was designed to provide answers to 5 specific questions — 1) number of men performing each task specified, 2) frequency of performance, 3) level of technical knowledge required to perform each task, 4) condition under which each task is performed, and 5) depth of training conducted by industry. Adjacent to each of 52 tables which present the survey findings by specified tasks is 1) an overview of work-task performed, 2) the principal findings, and 3) the recommendations of the national advisory committee. Redirection, application, and projections are presented in the report. (rie/aj)

113. AC 000 817FI A PROCESS FOR DETERMINING VOCATIONAL COMPETENCIES OF THE PERFORMANCE OF NINE ESSENTIAL ACTIVITIES FOR SALES PERSONNEL IN THE FEED INDUSTRY, AND THE LOCI AT WHICH THE COMPETENCIES COULD BE TAUGHT (ED 010 070). Albracht, James J. Michigan State Univ. College of Education. BR-5-0156 JUN 66 OEG-6-85-014 EDRS PRICE MF-$0.27 HC-$5.96 149p.

TERMS: *agriculture, *salesmanship, *vocational education, *evaluation techniques, research, tables(data), interviews,

ABSTRACT: This was a study to demonstrate a process for determining the vocational competencies essential for the performance of 9 feed sales activities and the places where they could best be taught. An instrument was developed with the assistance of the feed industry and university personnel, containing 40 essential competencies. A 24-member jury of experts was interviewed and its responses to the importance of the competencies were tabulated. The places for training which were considered were high school, a terminal education program after high school, 4-year college, adult or evening courses, dealer or company programs, or on-the-job training. The most commonly selected by the jury was dealer or company training, although general sales training could be provided at any of the places. A chi-square analysis and the McQuitty Hierarchial Classification System were used to measure the extent of agreement among the jury members. It was concluded that there is general agreement both on the needed competencies and the places where they could be taught. (rie/aj)

114. AC 000 815FI DEVELOPMENT AND EVALUATION OF A ONE-SEMESTER STENOGRAPHY COURSE (ED 010 256). McMurtrie, Patsy B. San Francisco State College, Calif. BR-5-8277 USOE. Cooperative Research Program. CRP-S-230 JUN 66 OEG-5-10-326-2-32 EDRS PRICE MF-$0.18 HC-$4.40 110p.

TERMS: *instructional materials, *office occupations education, *stenographers, *programed instruction, *program evaluation,

ABSTRACT: A study was undertaken to design a new scope and sequence for a shorthand and transcription course to fit a 1-semester stenography program. A package of instructional materials, called a shorthand structured-learning program, was developed which included tapes, a textbook, film clips, and transparencies. Students in a high school and the state college took part in the program, as well as 12 students under a MDTA training program at an adult school. These 12 were from minority races, had various types of backgrounds, and little or no educational success. All students took a business English test before the course. An analysis of variance showed that they were from different populations. A final examination showed that all students attained essentially the same level of proficiency. The program took from 95 to 72 hours to complete. The generally accepted plan for teaching stenography involves 4 semesters. Thus, it was concluded that this shorthand structured-learning program can reduce by half the time spent now in training stenographers and it presents a flexible program for average and talented studens. (rie/aj)

115. AC 000 820FI EDUCATIONAL RESTRICTIONS TO AGRICULTURAL SUCCESSES AND THE RELATIONSHIP OF EDUCATION TO INCOME AMONG FARMERS (ED 010 038). Persons, Edgar A. * Swanson, Gordon I. Minnesota Univ., Minneapolis. USOE. Cooperative Research Program. CRP-2604 66 EDRS PRICE MF-$0.27 HC-$6.12 153p.

TERMS: *educational status comparison, *farmers, *adult characteristics, *educational background, agriculture, agricultural trends,

ABSTRACT: This project studies the relationships of educational, economic, and biographical variables to farm success. Understanding these relationships was prerequisite to devising a means of predicting success for a young man contemplating production agriculture as an occupation. Special attention was focused on the role of the educational component in that prediction. In addition, a determination was made of the relationship of farm financial success to the achievement and aptitude of farm children in school. The sample consisted of all veterans who were currently farming and who had been trained at 40 schools that retained their records of the Institution on Farm Training (IOFT) program. The educational input was assessed from the veterans' training record, files of the armed services, questionnaires, and interviews. Gross income, net income, and yearly gain of net worth information were obtained from questionnaires. Independent variables were age, tenure status, beginning capital, size of business, number of children, highest grade completed, GCT and MAT scores and months of instruction at the IOFT. The data were measured and the results were — 1) income data were limited and considered insufficient to use as a farm success measure, 2) recent adult education was significant in gross income and yearly income and yearly gain, and 3) no significant relationship exists between income and aptitude of farm children. (rie/aj)

116. AC 000 865*I A DESCRIPTIVE STUDY OF SELECTED CHARACTERISTICS OF THE PSYCHIATRIC AIDES AT A STATE MENTAL HOSPITAL. Craig, Wayne O. Indiana Univ., Bloomington. MAY 67 unpaged.

TERMS: *psychiatric hospitals, *hospital personnel, *personnel data, *individual characteristics, investigation, inservice training.

ABSTRACT: A study was made of the characteristics of the psychiatric aides working in a state mental hospital in Indianapolis. The average age was 33, 65 percent were women, 88.5 percent Negroes, educational level was 11.5 grades, 38.5 percent born in Indiana and, of these, 54.2 percent in Indianapolis. When the employment applications were filled out, 45.7 percent were single, 31.4 married, none widowed, 14.2 percent divorced, and 8.6, separated. Sixty of the 70 for whom information was available had not been patients in a mental hospital. Half had been employed by the hospital for 4 months or longer, 10 percent being classified at Level I, 55.7 percent at Level II, 20 percent at Level III, and 14 percent at Level V. Only 14.2 percent had had previous experience as psychiatric aides, but 65.7 percent had had, or were taking, the 6-week Basic Training Course, 20 percent had had Level III training, and 14.2 percent, the Level V training. (author/aj)

117. AC 000 091 E THE COMMUNITY-APPRENTICESHIP PROGRAM, A FEASIBILITY STUDY (Economic Development Series, 9). Isaack, Thomas S. West Virginia Univ. College of Commerce. West Virginia Univ. Center for Appalachian Studies and Development. JUN 66 37p.

TERMS: *industrial training, *employer attitudes, *interagency cooperation, *apprenticeship, *program development,

ABSTRACT: A study was conducted to examine the feasibility of establishing community-apprenticeship programs in West Virginia. The concept is that a worker in one company would undertake on-the-job training at a place other than that of his employment in order to take advantage of machines and equipment not currently owned by his company. This would upgrade the work force in the community whereas most on-the-job training programs are limited by the current needs of each firm. The author discusses precedents of the concept. Representatives of the business community met in several cities to discuss the possibilities and problems of such a program. Some of the problems raised in these meetings were union attitudes and interests, scheduling of the trainee into the training firm's schedule, legal aspects of having the trainee work without being paid by the training company, injury liabilities, competitive secrets, screening of trainees, public relations and communications between business, union, and government and between competitive relations and com-between businesses, and general preference of the status quo. Ways of implementing a community-apprenticeship program through existing associations and agencies are discussed. (ja)

118. AC 000 036 E THE ECONOMIC EFFECTIVENESS OF RETRAINING THE UNEMPLOYED, A STUDY OF THE BENEFITS AND COSTS OF RETRAINING THE UNEMPLOYED BASED ON THE EXPERIENCE OF WORKERS IN CONNECTICUT (Ph.D. thesis) (Research report to Federal Reserve Bank of Boston, 35). Borus, Michael E. Yale Univ., New Haven, Conn. Dept. of Economics. JUN 66 EDRS PRICE MF-$0.36 HC-$9.12 228p. tables.

TERMS: *program evaluation, *vocational retraining, *federal aid, *state programs, *unemployed, job training, educational,

ABSTRACT: A study was made of retraining programs in 4 labor markets in Connecticut, under both Area Redevelopment Act and state sponsorship. The purpose was to determine the benefits and costs to workers, government, and the economy. The state had pioneered in such programs so a sample could be studied of those who had long work histories after retraining. The trainees were divided into 6 groups – those who completed the course with and without employment, those who withdrew, with and without employment, and those who refused retraining, with and without employment. Three control groups were trainees who, without employment, completed the course, withdrew, or refused it. The benefit cost ratio for the individuals (such as reduced annual unemployment and increased annual wage vs. income lost during training and higher income tax afterwards) was not as high as the benefit to the government (such as reduced costs of unemployment and public assistance), and to the economy (the increase in gross national product and reduced aggregate unemployment level). It was felt that the beneficial effects of the retraining programs might be lowered by the addition of the Manpower Development and Training Act provision for training the hard core unemployed. (eb)

119. AC 000 550 II THE TUSKEGEE EXPERIMENT IN ADULT TRAINING (IN Adult leadership 15(3), Sep 1966, pp.83-84,96). Torrence, Preston E. 66 3p.

TERMS: *experimental programs, *vocational counseling, *program evaluation, *unemployed, rural areas,

ABSTRACT: Tuskegee Institute, supported by the U.S. Dept. of Labor's Office of Manpower and Dept. of Health, Education, and Welfare, initiated an experimental program in rural adult education. The 12-month program sought to counsel, train, and place in jobs 180 men. These were responsible to farm families with incomes under $1200 a year, were intellectually below grade 8, unemployed, underemployed, or unemployable. Of the trainees, 91 lived on campus and 89 commuted. They were instructed in communication and number skills, given extensive personal and vocational counseling, and taught meat processing, carpentry, brickmasonry, or farm machinery repair. Of the 166 who completed training, 135 were employed at an average of $2.00 an hour within 4 months. Employers reported over 90 percent getting along well. Half the trainees reported that their training was sufficient for their jobs. The author recommends that trainees be grouped by learning potential and be in residence during training. He suggests detailed coordination of basic and technical skills, and counseling for families as well as for trainees. (ja)

120. AC 000 541 I OAK GLEN, A TRAINING CAMP FOR UNEMPLOYED YOUTH (Manpower/automation research monograph, 5). Chapman, Jane R.

U.S. Dept. of Labor, Washington, D.C. Manpower Administration. MAY 66 69p. Bibliogs, pp.31-46, 47-49.

TERMS: *adult dropouts, *unemployed, *youth, *work experience programs, *adult vocational education,

ABSTRACT: This study investigated to what extent the Oak Glen, California, work camp program was providing the training, experience, and personal traits which would enable participants to find and hold employment. The camp accepted young men aged 16-21, not in school, unemployed, and preferably with no police record. Data for the period November 1963-February 1964 were collected on 77 current trainees, 113 graduates, 207 dropouts, and 82 who were accepted but never appeared. Reading skills (California Reading Test), math skills (California Wide-Range Math Test), intelligence, and general aptitude (General Aptitude Test Battery), were tested. Camp files and unstructured interviews with school, forestry, and State Department of employment personnel were also used. Almost 70 percent of graduates were employed, compared with about 55 percent of dropouts. Educational levels were the only significant predictor of success. Disinterest and homesickness were the reasons most often cited for dropout. Good physical condition was positively related to satisfactory performance and attitudes. Ethnic background apparently had little bearing on performance. Dropout rates, highest at age 16, declined steadily through 19. Appendices contain policy statement, brief program description, and an 118-item bibliography. (ly)

121. AC 000 329 E YOUTH-WORK PROGRAMS, PROBLEMS OF PLANNING AND OPERATION. Herman, Melvin * Sadofsky, Stanley. New York Univ. Center for the Study of Unemployed Youth. 66 218p.

TERMS: *work experience programs, *program development, *program evaluation, *program administration, *disadvantaged youth,

ABSTRACT: Nine major Office of Manpower, Automation and Training youth-work programs were surveyed to identify, analyze, and interrelate the problems of planning, operation, and evaluation. Interviews were conducted with all levels of staff, and relevant documents were examined. Among the topics discussed are program planning, program objectives, interagency conflicts for control, organization and training of staff, negotiating the contract, launching the program, recruitment and selection of trainees, problems of training disadvantaged youth, job development and placement, and research. There are references. (ja)

122. AC 000 060 E EMPLOYMENT TRENDS IN SELECTED OCCUPATIONS in Stanislaus County Multi-Occupational Adult Training Project, Employment Trends, Report 6. Pearce, Frank C. Modesto Junior College, Modesto, Calif. Adult Division. SEP 66 15p.

TERMS: *employment trends, *job placement, *employment potential, *unemployed, *service occupations,

ABSTRACT: A report of employment trends in several vocational fields, (custodial, nurse aid, waitress, sales, service station attendant), indicates whether or not the New Hope Project trainees have gotten employment, in a training related field or non-related field, remained on the job, and for how long. Research data were accumulated by asking 3 questions about each vocational class, and through follow-up studies conducted by the local Dept. of Employment at 3 month, 6 month, and 12 month intervals after the trainees completed a class. Five tables indicate the percent employed during each follow-up period in the various vocational fields. The conclusions are considered representative of the specific occupations studied and cannot be generalized to overall employment trends for the New Hope Project. There is no basis for generalizations that the number of persons employed will increase over time or that employment rates will improve from one class to the next. (pg)

123. AC 000 028 E DROPOUT RATES. Modesto Multi-Occupational Adult Training Project, Report 2.1. Pearce, Frank C. Modesto Junior College, Modesto, Calif. Adult Division. 14 JAN 66 17p.

TERMS: *adult vocational education, *enrollment, *dropout rate, *participant characteristics,

ABSTRACT: This report provides a general picture of the enrollment pattern for the Modesto Multi-Occupational Project. Tables give data on the active and in-active enrollment of vocational and prevocational training programs and reasons for dropping out of the program, the main reasons being lack of progress, lack of interest, poor attendance, and family problems. Dropout rates are given for individual training programs in home economics, trade and industrial education, business and agricultural education. Overall dropout rates are summarized. (pg)

124. AC 000 973 I REPORT OF ACTIVITIES FOR THE SUMMER SCHOOL PROGRAM AT BRET HARTE SCHOOL AND NEW HOPE ADULT RETRAINING CENTER, JUNE 21-AUG 27, 1965. Modesto Junior College, Calif. Adult Division. JAN 66 42p.

TERMS: *program descriptions, *program evaluation, *summer programs, *day care programs, *disadvantaged youth,

ABSTRACT: The Bret Harte Summer School was designed to provide both child care and educational enrichment for children of New Hope Adult Retraining Center trainees. The curriculum featured reading, recreation, health, safety, and sanitation, science, arts and crafts, art and music appreciation, and (for younger children) free play, language arts, and manipulative skills. Classroom teachers showed considerable resourcefulness in using age levels of children, and their own experience and talents, as guides in teaching. However, attendance fluctuated greatly for health and various other reasons. Course evaluations by teachers and parents indicated definite progress in learning and general behavior in many instances, but also highlighted shortages of staff and proper equipment. Document includes recommendations, daily schedule, attendance charts, summer school questionnaire and staff roster, and 10 child studies by teacher aides. (author/ly)

125. AC 000 977 I DEPLETING WELFARE ROLLS, A STUDY OF WELFARE RECIPIENTS (Stanislaus County Multi-Occupational Adult Training Project, Reports 8.0, 8.1, 8.2, and 8.3). Modesto Junior College, Modesto, Calif. Adult Division. MAR 67 4 vols. 180p. tables, mimeo.

TERMS: *welfare recipients, *adult vocational education, *manpower utilization, *research projects,

ABSTRACT: A study of the New Hope Project (combined prevocational and vocational training) investigated past and present welfare involvement of welfare recipients in Stanislaus County, California, reductions in the number of recipients after training and the resulting effects on public funds, and significant differences between persons who go off welfare, and those remaining on welfare, after training. Detailed findings appear in 3 sections — "Welfare Involvement Past and Present" (Report 8.1), "Return on an Investment" Report 8.2), and "What Makes the Difference?" (Report 8.3). Pertinent data were drawn from welfare case records, various reports and tests, and employment records. Limitations of the study included seasonal employment fluctuations, difficulty of satisfactorily defining off-welfare status, and the nonexperimental nature of the study. Tables give basic personal and socioeconomic data, together with periods of dependency, employment status before and after training, financial need and financial support, previous employment and education, attendance, academic achievement and test scores, sources of job referrals, training relatedness and level of employment, current welfare status (August 1, 1966), and training costs versus trainee earnings. (ly)

126. AC 000 979 E CONTINUING EMPLOYMENT THROUGH TRAINING. Stanislaus County Multi-Occupational Adult Training Project, Report No. 7. Pearce, Frank C. Modesto Junior College, Calif. Adult Division. OCT 66 EDRS PRICE MF-$0.50 HC-$1.12 28p.

TERMS: *evaluation, *employment patterns, *employment potential, *unemployed, *adult vocational education,

ABSTRACT: This report from Modesto Junior College on its multi-occupational training project at New Hope School evaluates the effectiveness of the program on the basis of subsequent employment of trainees. Data on the current employment status of trainees and dropouts, reasons for being out of the labor force, anticipated employment, employment patterns and earning power of employed trainees, source of present job, referral patterns, and assessments of the value of training, were obtained with a posttraining report, generally in conjunction with interviews, 3, 6, and 12 months after training. New Hope Project employment rates for any given week ran between

55 and 60 percent. The actual unemployment rate for the project was between 10 and 15 percent. Eight percent of trainees were out of the labor force. Trainees tended to enter training-related jobs, and those who did so overwhelmingly found their training of value. Job placement was done more successfully by the training project than by employment services. The average earning power was listed as $1.82 per hour and compared favorably with the earning power of others in the subculture. Prevocational training or lack thereof appeared to have little bearing on subsequent employment. A comprehensive followup study of trainees, and evaluative studies of training programs, training needs, participant characteristics, and reasons for nonparticipation, are recommended. Document includes 13 tables. (ly)

127. AC 000 062 E DROPOUT PATTERNS IN THE NEW HOPE PROJECT. Stanislaus County Multi-Occupational Adult Training Project, Report 2.2. Pearce, Frank C. Modesto Junior College, Calif. Adult Division. OCT 66 EDRS price MF-$0.50 HC-$1.00 20p.

TERMS: *dropout rate, *program improvement, *adult dropouts, *adult vocational education,

ABSTRACT: This report from Modesto Junior College on its Stanislaus County Multi-Occupational Adult Training Project at the New Hope School under the Manpower Development and Training Act studies the dropout patterns to try to pinpoint failures of the programs provided. From a study of 1000 trainees, the reasons for dropping are reported in the following categories — (1) those who dropped to go to work, (2) those who dropped because of "lacked elements" (personal problems, such as moving, injury, marriage, disease, or character problems, (3) those who dropped because of a lack of interest in the program, or lack of progress. The total dropout rate for the project was 29 percent. The program dropout rate was actually 12 percent. Tables present (1) the total drops on each educational program (prevocational and homemaker, trade and industrial vocations, business education, and agricultural vocations), (2) comparison of past and present dropouts, (3) percent of total drops in each category of reasons, and (4) referral sources. Conclusions are made and recommendations are given for improving the program and preventing dropouts. (pg)

128. AC 000 422 I (SEE AC 000 869 C) RETRAINING, AN EVALUATION OF GAINS AND COSTS (IN Ross, Arthur M., ed. EMPLOYMENT POLICY AND THE LABOR MARKET. Berkeley, University of California Press, 1965, Chapter 9, pp.271-298). Somers, Gerald G. 65 28p.

TERMS: *federal aid, *manpower development, *retraining, *evaluation, *benefit cost ratio, evaluation techniques, employment patterns,

ABSTRACT: The author discusses ways of evaluating federally supported manpower retraining from the point of view of the labor economist. Special emphasis is on the criteria of gains in worker productivity, employment, earnings, and gains to society in reduced amounts of welfare payments and cost benefits of governmental programs. The difficulties of obtaining appropriate measurements for evaluation are discussed, and some relevant evaluations which have been obtained are presented. Tables compare program graduates, dropouts, and nontrainees in terms of employment rates, monthly earnings, income taxes, and welfare payments. Programs examined are those under the Area Redevelopment Act (1961), the Trade Expansion Act (1962), and the Manpower Development and Training Act and its amendments (1962-1963). It was concluded that the economic gains of the trainees, and perhaps of society, derived from retraining seem to outweigh economic costs. Appendix briefly describes the methodology of the Ford Foundation project to evaluate retraining in depressed areas in West Virginia. (pt)

SEE ALSO: 19, anxiety in training; 22, evaluation of MDTA trainees; 51, knowledge and use of crop production techniques; 72, adoption of innovations by orchardists; 68, sensitivity training of GE employees; 80, reading ability as factor in electronics maintenance training; 81, driver training; 87, training time in electronic fundamentals program; 88, ergonomics and training devices; 89, evaluation of training devices; 90, relation of teacher characteristics to learning; 147, preretirement education of auto workers; 148, retraining older adults; 171, list of OMPER contracts.

Adult Basic Education, Education of Disadvantaged

129. AC 000 017 E FIELD TEST AND EVALUATION OF SELECTED ADULT BASIC EDUCATION SYSTEMS. Greenleigh Associates, New York. 66 EDRS PRICE MF-$1.00 HC-$8.80 220p. tables.

TERMS: *illiterate adults, *reading skills, *reading programs, *evaluation, *literacy education, literacy materials, welfare recipients, word,

ABSTRACT: This project evaluated four reading systems -- Learning to Read and Spell, Reading in High Gear, Mott Basic Language Skills Program, and Systems for Success -- in a large-scale field test with functionally illiterate adults. Testing was conducted in 7 communities in New York, 3 in New Jersey, and 5 in California, providing a mix of rural and urban residents and diverse ethnic groups. The participants in each state were welfare recipients, 18 or over, not in school, and below fifth grade reading level. Control groups each contained 125 participants similar to experimental groups in literacy level and other respects. (Small size of control groups made results inconclusive.) Variable was level of teacher preparation -- trained teachers (preferably experienced in adult education), college graduates, or high school graduates. Criteria for evaluating reading systems -- (1) short-term change in reading level, (2) ability to qualify for occupational training or available job opportunities, (3) ability to meet adult responsibilities, (4) highly teachable systems, requiring least possible skill, plus capacity to withstand poor teaching, (5) flexibility in accommodating learners with varying literacy levels and educational backgrounds, (6) level of interest, (7) feasibility, (8) contribution to the positive education and social experience of learners. 39 references. (ly)

130. AC 000 046 E THE FUNCTIONAL READING WORD LIST FOR ADULTS (IN Adult Education, 16(2), Win 66, pp.67-69). Mitzel, M. Adele. 66 8p.

TERMS: *vocabulary development, *adult basic education, *reading development, illiterate adults, literacy education, research,

ABSTRACT: The 5000-word Functional Reading Word List, compiled to reflect the present and immediate future reading needs of the average illiterate American adult, is presented. The basic words were gathered from such sources as government pamphlets, newspapers, menus, comic books, application blanks, and religious tracts. The list is divided into 4 parts -- the approximately 500 most basic words, followed by 3 groups, ranked by frequency, containing about 1500 words each. Mastery of the first 2000 words (Groups 1 and 2) is considered indicative of functional literacy. Mastery of all 4 parts would be equated with literacy. The word list is of value also to foreigners learning a basic American vocabulary. Document includes foldout with list. (ly)

131. AC 000 067 I THE EFFECTS OF A PARTICIPATION TRAINING PROGRAM ON ADULT LITERACY EDUCATION IN A MENTAL HOSPITAL (Ph.D. thesis). Dunn, Stephen R. Indiana Univ., Bloomington. JUN 67 116p.

TERMS: *literacy education, *adult education programs, *participation, *mental patients, *evaluation, psychiatric hospitals, T groups,

ABSTRACT: This study was made to determine whether or not participation training followed by literacy education would be more effective than literacy education alone. Subjects were 30 patients at Central State Hospital, Indianapolis, institutionalized for over a month, 15-65 years old, with an I.Q. of above 70, a reading level below the 6th grade, and a probability of staying in the hospital for the 14-week study. The Nelson Reading test was administered 4 times. In comparing group mean scores on improvement at 6 weeks, 10 weeks and 4 weeks after the study, no differences were found at the .05 level of significance using Fisher's "t" test. However, there was a slight improvement in the training group over the literacy group for the 3 tests. When participation training replaced literacy instruction for 4 weeks there was at least as much improvement. The relationship of participation training to good mental health practices would justify continued research in these areas, where the relationships formed in and through learning experiences can implement learning. Recommendations for future research include adjusting time alloments, changes in setting and tests, and the use of a control group. (author/aj)

132. AC 000 021 E ADULT BASIC EDUCATION, Evaluation through Research. Stanislaus County Multi-Occupational Adult Training Project, General research findings, Report 1. Pearce, Frank C. Modesto Junior College, Calif. Adult Division. JUN 66 EDRS PRICE MF-$0.09 HC-$0.44 11p.

TERMS: *program evaluation, *adult basic education, *employment potential, *unemployed,

ABSTRACT: This is an evaluation report on the effectiveness of the adult basic education programs at the New Hope School initiated by Modesto Junior College under the auspices of the Manpower Development and Training Act. Evaluation measures are academic achievement (tested academic progress through various educational tests), attitude modification relative to involvement, dropouts, follow-up study of those trainees who become employed and stayed on the job, student characteristics, teachers characteristics, and effectiveness of teaching. The findings indicate that the Modesto adult training programs are effective and progress is being made through the adult basic program. (pg)

133. AC 000 025 I THE ADULT LITERACY PROJECT, A STUDY OF VARIED EDUCATIONAL AND OCCUPATIONAL RESEARCH IN THE TRAINING OF FUNCTIONALLY ILLITERATE ADULTS. An interim report (vols. 1 and 2). Krebs, Annette B. Brandeis Univ., Waltham, Mass. U.S. Office of Economic Opportunity, Washington, sponsor. Massachusetts Council for Public Schools, Boston, sponsor. NOV 66 CAP-593-D 150p. Funding $341,206.

TERMS: *illiterate adults, *evaluation, *programed texts, *reading skills, *individual instruction, literacy education, adult dropouts,

ABSTRACT: This is a report on 12 months of action-research in a continuing research and demonstration project in Greater Boston for teaching reading skills to illiterate adults (16 or over), who test at 4th grade level or below on a battery measuring reading and arithmetic achievement, intelligence, and various visual-perceptual skills presumed to be related to reading progress. The student population is widely heterogeneous as to age, previous schooling, occupation, etc. Two reading systems were being evaluated — a programed system taught in small class groups and an eclectic system using volunteer tutors in a one-to-one relationship with students. Problems and recommendations are summarized. Topics covered also include — operational research on the establishment and maintenance of literacy centers, analysis of results of initial tests and retests after 50 and 100 hours of instruction, preliminary evaluation of the two methods of instruction used, demographic characteristics of volunteer tutors, adult illiterates in the program and outside, and students who leave training. Preliminary evaluations and analyses reported in vols. 1 and 2 will be further developed in future progress reports. Appendixes include modifications to the adult literacy project proposal, intercorrelations between pairs of tests, the students in the program, etc. (author/am)

134. AC 000 085 E BASIC EDUCATION TEACHERS, SEVEN NEEDED QUALITIES—Stanislaus County Multi-Occupational Adult Training Project, Teacher Characteristics, Report 4.1. Pearce, Frank C. Modesto Junior College, Modesto, Calif. Adult Division. SEP 66 EDRS PRICE MF-$0.09 HC-$0.72 18p. mimeo.

TERMS: *adult basic education, *teacher characteristics, *teacher attitudes, *teacher evaluation, *effective teaching, research,

ABSTRACT: A study was made by Modesto Junior College at the New Hope Adult Retraining Center, part of the Modesto Multi-Occupational Project under the Manpower Development and Training Act, in which trainees, teachers, and administrators identified characteristics of an effective adult basic education teacher. Student opinions were obtained through group discussion, brainstorming, and questionnaires. Depth interviews were conducted with the teachers using a case history approach. Teachers and administrators described a hypothetical teacher. The study showed that maintaining respect for the student is of primary importance. The teacher must have understanding, flexibility, patience, humor, practicality, creativity, and preparation. An interview schedule was designed for screening potential teachers. It includes background information and a measurement of attitudes by the applicant's reaction to set situations and to a series of position statements. 8 references. (ja)

135. AC 000 763 E MEASUREMENT AND CLASSIFICATION OF TEACHER ATTITUDES TOWARD ADULT ILLITERATES. Johnson, Raymond L. * and others. 67 11p.

TERMS: *adult illiterates, *teacher attitudes, *changing attitudes, *adult basic education, *measurement instruments,

ABSTRACT: As a first step in a study of the role of attitude and attitude change as a variable in the interaction between basic literacy teachers and their adult students, a general procedure for the classification of attitudes by detecting "attitude clusters" was developed. This report demonstrates how the member components of clusters may be represented as a simple closed structure called a circumplex. Cluster analysis and the construction of a circumplex are used with group data obtained from a class of 23 young Negro women teacher trainees in adult basic education. This method is also appropriate for intensive study of a single subject. Each trainee completed a 100 item attitude scale at the beginning of a 1 week orientation and training course and again at the end of the course. Respondents' judgment for each item was made on a 7 point bi-polar "true or false" rating scale, with intervals numbered consecutively from 1 through 7. This report includes the detection of clusters, the construction of the circumplex, the attitude scale used, and circulant correlation matrices. (aj)

136. AC 000 038 I RESULTS OF AN EXPLORATORY STUDY OF FUNCTIONAL ILLITERATES IN MACON COUNTY, ALABAMA (ED 010 125). Pinnock, Theo. J. * and others. Tuskegee Inst., Ala. BR-5-0025. USOE. Cooperative Research Program. CRP-D-104 66 EDRS PRICE MF $0.36 HC-$8.36 209p. Summary of Study -- AC 00 051 I.

TERMS: *illiterate adults, *literacy classes, *training allowances, *intelligence, *age differences, student motivation, reading,

ABSTRACT: Tuskegee Institute conducted a study of needs and methods of education for illiterates in Macon County, Alabama, using a sample of 658 Negro and Caucasian adults. Experimental teaching and testing was carried out with 138 functional illiterates, whose class attendance was unexpectedly high. The Gray Oral Reading Test showed an average gain in reading grade equivalent of 1.3 years. An experiment was designed to find out whether persons under 40 years old could learn more in 2 weekly meetings than those over 40, who met 3 times weekly, and to determine whether a small competitive cash incentive would affect the learning of the older group. An effort was made to keep classroom conditions constant for the 2 groups. The older group showed an average increase of 1.5 grade equivalent years, the younger group, 0.7. The use of 2 variables left the investigators uncertain as to the cause of this difference, but they felt it was the cash incentive. The Wechsler Adult Intelligence Scale showed significant increase in IQ for most students. Participants and teachers were enthusiastic about the program. (ja)

137. AC 000 086 I DEMONSTRATION PROJECT IN WORK READINESS. Progress report. Clatsop Community College, Astoria, Ore. U.S. Dept. of Health, Education and Welfare, sponsor. 66 EDRS PRICE MF-$0.09 HC-$0.88 22p. illus.

TERMS: *welfare recipients, *demonstration projects, *employment qualifications, *adult vocational education,

ABSTRACT: This report describes a program designed to improve the employability of welfare recipients through a vocationally oriented training program at Clatsop Community College. The Clatsop County Welfare Commission is working with the College on the project under the supervision of the State Public Welfare Commission. Prospective participants are referred to the program by welfare caseworkers. When possible, tests are administered prior to admission. Courses in adult basic education, liberal arts, and vocational and technical training have been chosen by 112 participants. Services were purchased from the Mental Health Clinic, Public Health Service, public schools, Tongue Point Job Corps, Division of Vocational Rehabilitation, Oregon State Employment Service, and the County Courts. Personnel from some of these agencies have attended weekly meetings to discuss cases with a view toward cooperating on problems. Tables indicate sources of assistance, program costs, grades, disposition of cases, and other statistics. Twelve case histories are included. Tests are listed. (ja)

138. AC 000 057 E SUBJECTIVE DESCRIPTION OF TRAINEES. Modesto Multi-Occupational Adult Training Project, Report 1. Pearce, Frank C. Modesto Junior College, Modesto, Calif. Adult Division. 14 JAN 66 15p.

TERMS: *socioeconomic background, *socioeconomic status, *migrants, *adult characteristics,

ABSTRACT: This report gives a subjective description of the general population from which trainees for the Modesto Multi-Occupational Project were selected. It includes an extensive study of the sociological background of a group of white migrants who moved from eastern U.S. to California. Also included are references to the changing socioeconomic and moral standards of this group and their eventual welfare status. The project hopes to recreate feelings of self-determination, involvement, and responsibility in this group through adult training programs. (pg)

139. AC 000 336 I POVERTY PROGRAM INFORMATION, AS OF 30 JUNE, 1966. U.S. Office of Economic Opportunity, Washington. 65 1080p. tables.

TERMS: *poverty programs, *federal aid, *federal programs, *program descriptions, *statistical data, adult education programs,

ABSTRACT: This is a quarterly summary of all programs initiated under the Economic Opportunity Act of 1964. It contains information on grants, projects, and participants from the date of enactment through June 30, 1966. Arranged by state, it gives a detailed summary of programs and a demographic profile of the state. Statewide programs and programs which operate in more than one county — Multi-County Programs — are given at the beginning of the listing. Congressional districts affected are identified in the left-hand column. Where more than 4 districts are involved, the word "Multi" is given, with the numbers of the districts. Programs in the District of Columbia, Puerto Rico, Virgin Islands, Guam, and American Samoa are included. Multi-state projects are at the end. A brief description of the project is provided where the purpose is not obvious. (pg)

SEE ALSO: 9, anemia in rural Negroes; 18, low ability military personnel; 23, educational needs in declining neighborhoods; 101, leadership styles preferred by low-income rural youth; 119, retraining low income farmers.

Management and the Professions

140. AC 000 034 I A STUDY OF CONTINUING EDUCATION NEEDS OF SELECTED PROFESSIONAL GROUPS AND UNIVERSITY EXTENSION CONTRACT PROGRAMS IN WYOMING (Ed.D. thesis). Nicholas, Robert A. Wyoming Univ., Laramie. JUN 66 221p. illus.

TERMS: *professional continuing education, *program planning, *program evaluation, *university extension, surveys,

ABSTRACT: This study aimed to develop principles for a model program of continuing education for the professions at the University of Wyoming. The author reviewed the literature on the growth of the professions and on continuing education in the professions generally, with special reference to architecture, dentistry, law, medicine, and pharmacy. From this review and from consultation with members of the professions and university administrators, he developed 72 propositions relating to the organization and administration of continuing education programs. The propositions were rated by 60 administrators of university programs and by 30 leaders in the professions to assess their applicability in present practice and their desirability in an ideal program. The results of statistical analysis of the responses are incorporated in sections on extension guidelines, administration, programs and program development, professional responsibility, curriculum, credit, evaluation, staffing and finance, and others. Recommendations for developing the University of Wyoming program are proposed. The rating form and 39 references are included. (rd)

141. AC 000 052 E FACTORS RELATED TO PARTICIPATION IN CONTINUING EDUCATION AMONG A SELECTED GROUP OF GRADUATE ENGINEERS (Ph.D. thesis). Wiegand, Richard. Florida State Univ., Tallahassee. MAY 66 153p.

TERMS: *professional continuing education, *engineers, * participant characteristics, *participation,

ABSTRACT: Factors related to participation in continuing education were explored by a questionnaire answered by 435 working engineers, all graduates of Georgia Institute of Technology, classes 1948-1963. Independent variables were educational background, job, geography, and personal characteristics. Dependent variables were the types of educational activities the engineer might attempt -- course work, professional activities, reading, and self-directed learning and correspondence study. Job-related factors seemed to determine participation to the greatest extent, although certain age-related factors, annual salary and marital status were also found to be operative. Younger men in cities, who had been at the top of their classes, favored course work, while older men were often participants in the activities of several professional societies. Participants in reading and self-directed learning could not be neatly delineated by the factors studied. The study includes a literature review, statistical analyses of the relationships among factors, and recommendations for further research. (Available from University Microfilms, Ann Arbor, Mich. Microfilm No. 67-318.) (fh)

142. AC 000 882 I (SEE AC 000 784 C) ORIENTATION AND DEVELOPMENT OF YOUNG MINISTERS (IN United Presbyterian Church, Church Occupations Counselor. A GUIDE FOR COUNSELING CHURCH WORKERS, May 1967, Section 2, pp.13-20). Davis, Clifford E. * Wagner, Paula D. MAY 66 16p.

TERMS: *ministers, *participant characteristics, *test construction, *evaluation, *vocational interests, peer evaluation, tables (data),

ABSTRACT: The Board of Christian Education of the United Presbyterian Church has been engaged in continuing education through Young Pastors' Seminars (YPS) to which men are invited after 3 years in the pastorate. Only about 1/3 of the eligible ministers attend. Psychometric data of the 101 men who attended the YPS in 1964 and 1965 were gathered using the Minnesota Multiphasic Personality Inventory (MMPI) the first year and the Strong Vocational Interest Blank (SVIB) the second. The results of these tests were compared with results of the same tests taken at the time of seminary entrance. The study includes a comparison with those who did not attend YPS, using results of tests taken upon seminary entrance. A second aspect of orientation and development is the comparison of the self-image with the image held by the ministers' peers through the use of the Adjective Check List (ACL). Two ACL's were given to all U.P. ministers who graduated from seminary in 1961, one for them to complete and one for them to give to a peer to complete on their behalf. Contrasting scores are shown for those who attended YPS and for those who did not. Scores of all tests are analyzed in detail by means of tables and graphs. (aj)

143. AC 000 013 E EVALUATION OF A GRADUATE PROFESSIONAL IMPROVEMENT PROGRAM, 1965-1966. Kasten, Clara. Minnesota. Univ., Minneapolis. General Extension Div. Minnesota. Univ., Minneapolis. Institute of Agriculture. SEP 66 EDRS PRICE MF-$0.09 HC-$1.84 46p. tables.

TERMS: *extension agents, *professional continuing education, *program evaluation, professional training, questionnaires,

ABSTRACT: To evaluate the Graduate Professional Improvement Program, jointly sponsored by the General Extension Division and the Institute of Agriculture of the University of Minnesota, a survey questionnaire was administered to participants, their employers and the faculty. Participants were surveyed both before and after their courses, certificate credit courses, and noncredit seminars. The participants were professional workers in the fields of agriculture and agricultural education, such as extension personnel, agricultural teachers, home economics teachers, forestry personnel, and professional employees in agribusiness and industry. There was a consensus that the courses fulfilled the students' expectations and educational needs. More investigation is needed before a final decision can be made about the program. The enrollment was considered to be limited and unrepresentative. (ja)

144. AC 000 913AI EXECUTIVE DEVELOPMENT FROM SPECIALIST TO GENERALIST (Abstract of Ed.D. thesis). Niemi, John A. California Univ. (Los Angeles). 18 MAR 67.

TERMS: *program evaluation, *engineers, *university extension, *management education, *program attitudes,

ABSTRACT: A study was made of the innovative program, at the University of California (Los Angeles), for engineering executives, designed to help them develop into executive generalists and technical managers. The purpose was to learn -- 1) the degree to which the program objectives were being met, 2) the effect of participation on managerial mobility, and 3) the extent to which graduates altered their interests and activities. Participants were younger (25-35) than those in business executive programs and seemed highly motivated to make up undergraduate grade point deficiencies. Experience in interpersonal relations and study of group behavior were rated very high but relating the role of the engineer to society, and his company to the broad environment, were not. It was felt there was need for more business content, especially law and finance. The most immediate effects on the graduate's position were an increase in salary and prestige. The average mobility toward more responsible positions increased with number of years after graduation. There was a low adoption rate of business and quantitative decision making tools. Although there was a significant increase in informal learning through reading technical and management materials, there was little change in professional membership and in participation in community activities. (ab)

145. AC 000 107 I THE EFFECTIVENESS OF UNIVERSITY MANAGEMENT DEVELOPMENT PROGRAMS. Andrews, Kenneth R. Harvard Univ. Grad- development, *universities, time factors 363p. illus. Appendixes.

TERMS: *program evaluation, *executives, *program descriptions, *management development, *Universities, time factors (learning).

ABSTRACT: The reactions of 10,000 business executives to 39 university executive development programs were gathered in part by interview, but mostly by questionnaire. Of the total population, 80 percent reacted so favorably that differences in length, cost, composition, and quality were almost obscured. Of 7 activities, they ranked class sessions first, then study groups and informal discussions. Effects reported were broader perspective, increased self-confidence, imagination, flexibility, and tolerance, and appreciation of human problems in business. Rarer were responses citing greater analytical ability and changed attitudes. Among 16 programs analyzed in detail, these varied from 11 to 48 percent. Program length may make the most difference in impact and may determine extent to which the educational experience is vocational and informational. Administrators should consider region to be served, subject matter, level of participants, level of intellectual attainment wished, and the nature of their relationship with sponsoring companies. Companies should redefine the value of short university courses in the light of the company's total effort in recruiting, developing, motivating, deploying, and evaluating its executive manpower. Contains tables and appendixes. (author/ly)

146. AC 000 140 I ORGANIZATIONAL EFFECTS OF SUPERVISORY HUMAN RELATIONS TRAINING, AN EVALUATIVE TECHNIQUE (IN Personnel journal, 45(3) Mar 66, pp.148-152). Baum, Bernard H. * and others. MAR 66 5p. illus.

TERMS: *supervisory training, *organizational change, *industrial training, *personal influence, *interpersonal relationship.

ABSTRACT: This study sought to measure (1) degrees of change in the distribution of influence between supervisors and clerical employees, as perceived by participants before and after a supervisory human relations program, and (2) consequences for organizational effectiveness. The instrument used for measuring influence was a questionnaire developed at the Survey Research Center, University of Michigan. Total influence for the department increased as a result of training. Clerical personnel gained influence. Supervisors viewed their own influence as constant although clericals perceived it as decreasing. Before the program, supervisors desired more influence, but afterwards they felt they had enough. Clerical employees considered their own influence appropriate both before and after. Article includes graphs and references. (ly)

SEE ALSO: 38, participation of professional in residential conferences; 66, leadership training for executives; 70, laboratory training for managers; 71, human relations training for nursing supervisors; 76, self-study refresher course in engineering; 118, listening course for executives.

Other Clientele Groups

147. AC 000 625 I A CROSS-NATIONAL APPRAISAL OF PRERETIREMENT EDUCATION. Hunter, Woodrow W. Michigan Univ. Division of Gerontology. Michigan Univ. Inst. of Labor and Industrial Relations. USOE, Washington. Cooperative Research Program. 65 106p. illus. Bibliog. pp.86-89.

TERMS: *comparative education, *retirement education, *skilled labor, *adult education programs, surveys, attitudes, individual,

ABSTRACT: Retirement attitudes and readiness of hourly-rated older automobile workers in the United States and Great Britain were compared. Tables show both similarities and differences in their general characteristics, permitting tentative comparisons. Americans showed a more positive view toward retirement, finding their jobs more difficult or unpleasant, expecting better retirement income, having more encouragement from employers and unions to retire early, and more prevalent preretirement education. The question remains whether preretirement education results in a positive attitude or the reverse. Programs offered in the two countries were compared. Surveys conducted over the past decade in the United States were used and the author visited 3 programs in Great Britain and mailed questionnaires to 14 others. He believes that American programs would benefit from broader public support, as in Great Britain, to provide a variety of participants and community groups. Both countries need more experimentation with course content and teaching methods. In both countries, comparatively few workers enroll in preretirement programs and they wait until shortly before retirement, despite recruiting efforts. (ja)

148. AC 000 085 E RETRAINING OLDER ADULTS FOR EMPLOYMENT IN COMMUNITY SERVICE. Final progress report. Thune, Jeanne M. * Tine, Sebastian. Senior Citizens, Inc., Nashville, Tenn. Tennessee State Dept. of Mental Health, Nashville. MH-01122-01, -02, -03. 17 JAN 66 141p.

TERMS: *community service, *leadership training, *older adults, *social services, *program evaluation,

ABSTRACT: This project sought to demonstrate the capability of older adults to begin new careers as leaders in community services. Project staff offered five 3-month training institutes in community service in Nashville, Tennessee, during 1963-65 with the help of consultants and representatives of public and private agencies and several area universities. The curriculum included orientation to the program and services of Senior Citizens, Inc., -- classwork covering (1) psychology of group and individual behavior, (2) structure of community agencies and methods of organizing sources, and (3) understanding of recreation, interviewing, and public information -- and supervised field practice under a project staff member or an agency supervisor. Certain biographical data and personality traits were identified as reliable predictors of satisfactory performance in community service. The project also confirmed the existence of great latent interest among older adults in entering community service, and stimulated several senior centers, mental hospitals, institutions, clubs for older people, and school departments to consider older adults as potential personnel. Document includes 4 illustrations, 16 references, and appendixes (sample case histories and evaluation scale). (ly)

149. AC 000 535 I ENROLLMENT OF INMATES IN CORRESPONDENCE COURSES IN TEN UNIVERSITIES HAVING HIGH RESPONSES FROM INMATES. Wentworth, Robert B. Massachusetts. Dept. of Educ. Office of Correspondence Instruction. MAR 66 3p.

TERMS: *correspondence courses, *prisoners, *enrollment, *university extension, questionnaires, motivation,

ABSTRACT: Summary of responses to a questionnaire sent by the Massachusetts Office of Correspondence Instruction to 10 universities in the U.S. The questions concerned the types of courses which appeal to inmates, State support of correspondence study in prisons, how courses are conducted in the institutions, what responsibilities the university assumed for helping, or providing, instructors, and handbooks for their use, what time is provided for study, and the problem of cheating. (aj)

150. AC 000 331 I TENES, A SURVEY OF THE TEACHING OF ENGLISH TO NON-ENGLISH SPEAKERS IN THE UNITED STATES. Final report.

Allen, Harold B. National Council of Teachers of English, Champaign, Ill. U.S. Office of Education, Washington. 66 166p. illus.

TERMS: *English instruction, *non English speaking, *educational needs, *national surveys, *program descriptions, teacher education,

ABSTRACT: A national survey sought to gather data on the teaching of English as a second language to children and adults. Because many state and local school officials seemed unaware of the problem and did not think of such teaching as a unique discipline, data were difficult to obtain. Of the 1681 questionnaires mailed to administrators in colleges, schools, and other agencies, a 48 percent return yielded only 510, or 30 percent, usable forms. Data were sought on personnel in formal English instruction to students having a language other than English, policies followed in employing prospective teachers, preparation of teachers currently in the system, curriculum, number and language background of students, teaching aids available, use of commercial texts and tests, and identification of problems and needs. Appendixes include a report of the subsequent University of Minnesota TENES conference in February, 1966, several descriptive studies of language programs, and the questionnaires used in the survey. (ja)

151. AC 000 640 I AN ANALYSIS OF SELECTED PROGRAMS FOR THE TRAINING OF CIVIL RIGHTS AND COMMUNITY LEADERS IN THE SOUTH. Horton, Aimee I. Fisk University, Nashville, Tenn. USOE. Cooperative Research Program. CRP-S-291. 66 151p.

TERMS: *leadership training, *civil rights workers, *community leaders, *program evaluation, *residential programs, southern states,

ABSTRACT: Three residential adult education programs for training Negro and white civil rights and community leaders in the south were examined as potential models for organizations and institutions seeking to develop effective, democratic local leadership. The programs were a 1955 Workshop on School Desegregation sponsored by and held at the Highlander Folk School in rural Tennessee, the 1965 Annual Institute of Race Relations, sponsored by the Race Relations Department of the American Missionary Association and held at Fisk University, and the 1965 Citizenship School Teacher Training Workshop sponsored by the Southern Christian Leadership Conference and conducted in rural Georgia. A detailed description and analysis was made of each program's objectives, learning experiences, evaluation, and effect on participants. Participants and staff contributed through staff records, taped and written records of workshop sessions, reports, participant observation, questionnaires, and interviews. The investigator concludes that the Highlander and Southern Christian Leadership Conference programs provided the more useful models, because of the significant residential setting, prior commitment and activity of participants, and a strongly problem-oriented educational program. (ja)

152. AC 000 871 E UNITED PRESBYTERIAN NATIONAL EDUCATION SURVEY, AN INTERDISCIPLINARY RESEARCH PROJECT. VOLS. IIA AND IIB, COMMUNICATIONS VARIABLES IN THE CHURCH. Whitman, Lauris B., ed. * and others, ed. National Council of the Churches of Christ, U.S.A. Dept. of Research. United Presbyterian Church, U.S.A. Board of Christian Education. 66 2 vols. (1181p.)

TERMS: *communication (thought transfer), *statistical analysis, *churches, *communication skills, *participant characteristics,

ABSTRACT: The Dept. of Research of the National Council of Churches has conducted a survey for the United Presbyterian Church, of its membership and religious beliefs. The aim was to compare various populations (clergy, communicants, church school teachers, and youth) concerning the extent of their orthodoxy. Vols. IIA and IIB of the report discuss the major problems of communication to the participant in religious education, as affected by the communication variables (or "filters"), of social environment and the local church, social roles systems, language and other skills, motivation systems, and belief systems. It was implied that a message passing through these filters would be modified, but it was found that the extent to which filters influence communication of the belief system exceeded the expectations of the researchers. They tend to scatter the message and make it diffuse and broken. Nontheological factors, sociological and sociopsychological in nature, seem more important in holding churches together and in holding individuals in the church. Document includes tables and bibliographies. (eb)

153. AC 000 872 E THE UNITED PRESBYTERIAN NATIONAL EDUCATIONAL SURVEY, AN INTERDISCIPLINARY RESEARCH PROJECT. VOL. III, RESEARCH INSTRUMENTS AND TABULATIONS OF RESEARCH DATA. Whitman, Lauris B., ed. * and others, ed. National Council of the Churches of Christ, U.S.A. Dept. of Research. United Presbyterian Church, U.S.A. Board of Christian Education. 66 476p.

TERMS: *statistical data, *questionnaires, *measurement instruments, *churches,

ABSTRACT: The Dept. of Research of the National Council of Churches has conducted a survey for the United Presbyterian Church, of its membership and religious beliefs. Vol. III of its report presents the appendixes to the study. There are marginal tabulations on the sample churches and community background, which include such information as membership, budget, programs, curriculum used at different levels, income level of the community, etc. The text of the extensive questionnaire used in the study is included. Tables present the data gathered, under the headings of general personal background, the Bible and personal beliefs, use of general magazines, involvement in church and community activities, personal opinion scale, religious beliefs, and the use of church-published books and magazines. (eb)

SEE ALSO: 14, activity patterns of middle aged women; 15, job adjustment problems of older adults.

Other Subject Areas

154. AC 000 126 I AN ANALYSIS OF HUMAN RELATIONS TRAINING AND ITS IMPLICATION FOR OVERSEAS PERFORMANCE. Foster, Robert J. * Danielian, Jack. George Washington Univ., Washington. HumRRO. U.S. Dept. of the Army. Office, Chief of Research and Development. AUG 66 38p. illus. fs. Bibliog. pp.33-36.

TERMS: *cross cultural training, *military personnel, *role playing, *case studies (education), *T groups, foreign service,

ABSTRACT: Evidence indicates that the nature of overseas work requires an increased emphasis on the people-related functions of job performance, the importance of which is further accentuated by the contrast between American and non-American values, assumptions, and perceptions, upon which effective communications and interpersonal behavior depend. Existing knowledge and experience in human relations training are reviewed to determine relevance to preparing personnel for the cross-cultural aspects of overseas assignments. The T-group training techniques, role playing, and case study are examined. Each is treated with respect to (1) a general description, (2) evidence as to its effectiveness, (3) its applications in area training, and (4) possible modifications for use in training people for overseas work. Document includes 64 references. (author/ly)

155. AC 000 023 E PEACE CORPS, EVALUATION OF PEACE CORPS TRAINING PROGRAMS, SOME PSYCHOLOGICAL DIFFERENCES BETWEEN PEACE CORPS TRAINING UNITS AND TRAINEES. Final report. Stern, George G. * and others Syracuse Univ., Syracuse, N.Y., Psychological Research Center Peace Corps, Washington, D.C. PC-(W)-273 MAR 66 263p.

TERMS: *volunteer training, *psychological characteristics, *program evaluation, *participant characteristics, *educational environment,

ABSTRACT: A quantitative comparison of the psychological characteristics of Peace Corps training units and trainees was made to provide a basis for a) rating program quality, b) establishing uniform training objectives and procedures, c) enabling training institutions to identify and improve areas of weakness, and d) selecting trainees. An analysis of 63 Peace Corps training units in 48 host institutions measured trainees and programs using tools evolved from studies of higher education by Stern, Stein, and Bloom. Measurements of success were final selection board ratings of trainees, training attrition, and overseas effectiveness ratings. Program characteristics associated with effective programs were friendly group interaction, well-rounded intellectual experience, emphasis on social action, individual trainee autonomy and responsibility, and high personal achievement standards. A number of personal characteristics had different effects on success in various phases of evaluation. Nine appendixes contain detailed measures of the factors studies for each of the 63 programs. (ja)

156. AC 000 442 I THE SIGNIFICANCE OF ROLE BEHAVIOR DIFFERENTIATION FOR CROSS-CULTURAL INTERACTION TRAINING. Foa, Uriel G. * Chemers, Martin M. Illinois Univ., Urbana. Dept. of Psychology. U. S. Office of the Surgeon General, Washington. MAR 66 27p. illus.

TERMS: *cross cultural training, *heterogeneous groups, *role theory, *sociocultural patterns, research, culture contact, Middle East,

ABSTRACT: A cross-cultural difference important to the working of a culturally heterogeneous group is that of role differentiation. One hypothesis is that traditional cultures stress differentiation of roles in the same system (such as the family system), while modern cultures stress differentiation of comparable roles of different systems (such as father-son role in the family system and employer-employee in the work system). This hypothesis was tested by the use of a training program composed of 55 cross-cultural interpersonal problem episodes to be interpreted, for causes of conflict, by the trainees. The results support the hypothesis and show the importance of role differentiation in cross-cultural training. Proposals are made for systematizing the training program. (ja)

157. AC 000 616 I CONDITIONS OF PARTICIPATION IN A PUBLIC AFFAIRS ADULT EDUCATION PROGRAM, A DEVELOPMENTAL STUDY (ED 010 071). Blum, J. Michael * Fitzpatrick, Robert. American Institutes for Research in Behavioral Sciences, Pittsburgh. BR-6-8291 JUL 66 OEC-1-6-078291 EDRS PRICE MF-$0.18 HC-$3.72 93p.

TERMS: *adult education programs, *participation, *program evaluation, *world affairs, *study discussion, community programs,

ABSTRACT: This developmental study had as its basic objectives to gather background information about the structure and function of the "Great Decisions" program within and across communities and to develop instruments for further study of the program. "Great Decisions," sponsored by the Foreign Policy Association (FPA), is an 8-week, adult study-discussion program in foreign affairs. Background information was collected from 2 principal sources. Approximately 40 participants in Denver, Colorado, were interviewed about their "Great Decisions" experiences. In addition, questionnaires, which FPA designed and included among the 1965 program materials and which were returned by over 500 participants throughout the country, were analyzed. Questionnaires of the program were tried out either on the interview respondents, on 3 "Great Decisions" groups convened especially for the study, or on both. The instruments were refined on the basis of these tryouts. An overview of the project results was discussed in terms of 3 prominent themes — 1) rewards of "Great Decisions" participation, 2) "Great Decisions" as educational program versus action program, and 3) limits on "Great Decisions" participation. (rie/aj)

158. AC 000 111 I EFFECTIVENESS OF A COURSE IN LISTENING IMPROVEMENT FOR ADULTS (IN Journal of communication, 16 Sep, 1966, pp.189-191). Hollingsworth, Paul M. SEP 66 3p. illus.

TERMS: *listening skills, *executives *program evaluation, post testing, pretesting, instructional aids, research,

ABSTRACT: A study was conducted to determine whether listening comprehension, as measured by the Brown-Carlsen Listening Comprehension Test, could be improved significantly for executives in industry after only 20 hours of instruction. In a large industrial organization 34 persons, with normal hearing, attended 12 weekly 2-hour sessions, with the first and last sessions devoted to testing. The textbook, "Are you listening," was used with films and the Science Research Associates Reading Laboratory IV's listening skill program. Case studies of practical problems in effective communication and listening within the plant were discussed. The 29 persons who completed the course and final test showed significant improvement, an average of 50 percent. Includes 7 references. (ja)

SEE ALSO: 79, comparison of methods of reading instruction; 29, 52, 55, 56, public affairs; 73, 74, training methods in cross-cultural training; 71, 94, 116, 131, training health workers.

Institutional Sponsors of Adult Education

University Adult Education

159. AC 000 597 I HARPER'S UNIVERSITY, THE BEGINNINGS, A HISTORY OF THE UNIVERSITY OF CHICAGO. Storr, Richard J. 66 440p. Published by Univ. of Chicago Press, Chicago.

TERMS: *historical reviews, *university extension, *higher education, *educational objectives, adult education, educational philosophy.

ABSTRACT: The early history of the University of Chicago is presented as it was influenced by William Rainey Harper, the University's first president. The founder of the University, John D. Rockefeller, gave Harper the freedom to follow his own educational philosophy. The founding and the early years of the university are described in detail, a period from about 1886 to 1906. Many aspects of the University are discussed in terms of the various possible approaches which were considered, and the decisions which were finally implemented. Of interest to the adult educator are sections dealing with the acceptance of broad educational goals and their development through such programs as University Extension and the University College. Document contains biographical notes and extensive references. (ja)

SEE ALSO: 11, evening college achievement; 20, program planning in residential centers; 24, educational needs in Wyoming; 37, student persistence and performance; 38, participation of professional person in residential conferences; 39, effectiveness of classes and residential programs; 40, proposal for on-campus conference facility; 41, proposal for off-campus conference facility; 42, home study plan for New York state; 43, clientele of correspondence study; 44, high school correspondence survey; 45, proposed repository for correspondence syllabi; 46, office practice in correspondence study; 55, use of telvised public affairs programs; 65, leadership training programs; 92, student, teacher roles in liberal programs; 111, impact of industrial manpower needs; 136, Tuskegee literacy program; 140, continuing education for professionals; 141, 144, continuing education for engineers; 143, continuing education for professionals in agriculture; 145, management development programs; 149, correspondence study for prison inmates; 151, training of civil rights leaders; 155, evaluation of Peace Corps training; 164, history of CSLEA; 168, Kivukoni College, Tanzania; 170, history of Australian university extension.

Cooperative Extension

SEE: 9, use by rural Negroes; 25, migrants in North Carolina; 26, role of fertilizer dealers; 27, 28, role of advisory committees and boards; 29, public affairs program; 30, lay leaders' perception of agents; 31, program role responsibilities; 32, county commissioners' perception of extension; 47, chairmens' understanding of community development; 49, resource development in Appalachia; 51, use versus knowledge of crop methods; 53, adoption of innovation of orchardists; 59, credibility of television teachers; 61, workshop evaluation; 62, evaluation of "in-depth" school; 96, involvement of community leaders; 97, attitudes of extension economists; 99, job satisfaction of agents; 100, training home economics agents; 101, leadership style preferred by low income rural youth; 102, agents' motivation to improve their education; 101, voluntary leaders' perception of extension; 104, 105, roles and attitudes of 4-H agents; 106, role perceptions of agents and supervisors; 107, role perceptions of agents and poultry contractors; 108, 4-H leaders' perception of responsibilities; 109, role perceptions of agents and extension staff; 115, education and farmer success; 143, continuing education of professionals in agriculture; 177, bibliography of evaluation studies.

Junior College Adult Education

160. AC 000 862*I ADULT EDUCATION IN SELECTED COMMUNITY COLLEGES OF STATE UNIVERSITY OF NEW YORK, ITS SUPPORT AND CONTROL ACCORDING TO THE RECORDS AND AS REPORTED BY COLLEGE OFFICIALS (Ed.D. thesis). Schwartz, Leonard C. Syracuse Univ., Syracuse, N.Y., JUN 66 226p.

TERMS: *evaluation, *administration, *adult education programs, *community colleges, university extension, financial support, ABSTRACT: This education of the part-time student in New York State community colleges and how this program has been financed and controlled were studied. The public community colleges selected had offered programs for at least 3 years and were located outside N.Y. City. Each campus was visited and structured interviews were held with the president, deans, business managers, and other officials. Budgets, handbooks, board minutes, policy manuals, and catalogs were examined. It was concluded that evening divisions were established to satisfy community needs and demands. The programs were not the result of conscientious study of continuing education of adults, but were usually a repetitious offering of day courses plus a few noncredit courses. Evening costs were met from tuition fees and surpluses were used within the total budget. Differences in support and control reflect the philosophy of adult education. The pressure of an enrollment economy in operating an evening program to satisfy community demands at no cost to the college caused the evening division to be viewed as an income-providing appendage rather than an integral part of the college serving the adult part-time student. There are charts, tables, a map, and 122 references. (author/aj)

SEE ALSO: 12, evening student achievement; 95, teacher attitudes and abilities; 122, 123, 124, 125, 126, 127, 137, 138, work-training programs; 132, 134, adult basic education programs.

Public School Adult Education

161. AC 000 067 E WHAT RESEARCH SAYS ABOUT PUBLIC SCHOOL ADULT EDUCATION. Aker, George F. * Carpenter, William L. Florida State Univ., Tallahassee. Dept. of Adult Education. NOV 66 EDRS PRICE MF-$0.09 HC-$1.32 33p.

TERMS: *public school adult education, *participation, *program development, *participant characteristics, *research reviews, motivation,

ABSTRACT: This review of research on public school adult education indicates that, while there has been impressive growth and achievement, there is evidence that adults who lack high school diplomas or even basic literary skills are not being reached. Studies are needed to determine why these adults are least likely to participate in programs. Studies made of curriculums, clientele, dropouts, financing, promotion, and evaluation suggest that public school adult education needs its own program of diverse offerings, more qualified personnel, sensitivity to community needs, more administrative support, promotion, and a continuing research and evaluation program for each school. Further research needs a common data collection system and experimental public schools for adult learning research. Studies should be made of evaluative criteria for curriculums, techniques of counseling adults, the skills required of teachers, counselors, and administrators, and their problems, training programs, and objectives. (ja)

162. AC 000 024 E PUBLIC SCHOOL ADULT EDUCATION IN NORTHERN ILLINOIS. Report of a survey conducted by the Northern Illinois Round Table of Adult Education. Griffith, William S. Illinois. Dept. of Adult Education. JUL 66 EDRS PRICE MF-$0.18 HC-$3.84 96p. tables.

TERMS: *public school adult education, *program development, *surveys, *program evaluation, community relations,

ABSTRACT: A questionnaire survey was conducted by the Northern Illinois Adult Education Dept. to determine the characteristics of, and participation in, adult education programs in Northern Illinois in 1963-64. The questionnaire was designed to collect information in several areas, such as programs — creation, development, scope, purposes, changes, personnel, evaluation, and persistent problems confronting the director in the administration of the overall program. Other areas investigated were — student enrollment, community relations, finances, promotion and advertising, and physical facilities. The results of the survey showed 48 public schools serving 97,000 adult students, with programs stressing instruction in vocational, homemaking, and leisure time activities. Administrative directors were part-time, not trained in adult education, and made little use of advisory committees, and had full control of programs. Curriculum development and program planning consisted of course selection and teacher recruitment. Adult students in Northern Illinois pay more for courses than the national average. Promotion and advertising consisted mainly of brochures, listing courses, fees, time and location. Less than half the programs provided student counseling services. Program evaluation was cursory, and major problems were teacher recruitment and program development on a broad basis. (pg)

SEE ALSO: 13, motives for attending; 36, attendance patterns; 42, home study plan for New York state; 44, high school home study; 93, retention of part-time teachers.

Voluntary Organizations

163. AC 000 815FI MAJOR TRENDS IN INTERDENOMINATIONAL ADULT EDUCATION, 1936-1964 (ED 010 080). Stokes, Kenneth I. Chicago. Univ. BR-5-8067 USOE. Cooperative Research Program. CRP-3-250 66 EDRS PRICE MF-$0.72 HC-$19.40 485p.

TERMS: *historical reviews, *interfaith relations, *religious adult education, church programs, cooperative programs, intergroup education,

ABSTRACT: A historical survey of cooperative Protestant adult education in America was conducted to systematize the major developments in this field. The survey focused on activities and programs developed cooperatively by denominations and interdenominational agencies at the national level 1936-1964. Based upon preselected criteria, 4 denominations provided much of the resource data – 1) The United Presbyterian Church, U.S.A., 2) The Christian Churches (Disciples of Christ), 3) The Church of the Brethren, and 4) The Methodist Church. Conclusions of the study were broken down – 1) major trends in the philosophy of interdenominational adult education, 2) major curriculum trends, 3) major methodological trends, 4) significant turning points that brought about patterns of change, 5) changes in relationship of interdenominational planning and denominational programing, 6) major societal factors of influence, and 7) ways in which developments in adult and religious education influenced corresponding developments in cooperative interdenominational adult education. Further research and development was recommended. (rie/aj)

SEE ALSO: 142, continuing education of ministers; 152, 153, 175, Presbyterian national education survey; 94, training needs in National Foundation, March of Dimes; 157, Foreign Policy Association Great Decisions program.

Business and Industry

SEE: 10, anxiety in training programs; 110, survey of proprietary schools; 111, influence of industrial manpower needs on university curricula; 112, training programs and needs in aviation mechanics; 113, training needs and programs in feed industry; 114, stenography course.

Military

SEE: 21, junior officer training; 22, determination of objectives in Army service schools; 34, 35, selection of aviation trainees; 73, 74, methods of cross-cultural contact training; 59, credibility of television teachers; 76, self-study refresher course in engineering; 77, adaptive training in target detection; 78, programmed instruction of NIKE Hercules officers; 79, Navy reading training; 80, reading ability as factor in electronics maintenance training; 82, methods in decision-making course; 83, training in auditory judgements; 84, workplan of HumRRO; 85, flying skills training; 86, target tracking training; 87, time factor in electronics training; 154, cross-cultural contact training.

Supporting Agencies in Adult Education

164. AC 000 188 C CENTER FOR THE STUDY OF LIBERAL EDUCATION OF ADULTS, A HISTORY. Whipple, James B. Center for the Study of Liberal Education for Adults, Boston. OCT 66 66p.

TERMS: *historical reviews, *liberal adult education, *study discussion method, *higher adult education,

ABSTRACT: The changing character of the Center for the Study of Liberal Education for Adults from 1950-1966 and the relationship of CSLEA to the Fund for Adult Education through the years are stressed in this history. The original proposal of FAE, the first study by CSLEA – of evening colleges, the production of discussion guides for use in evening colleges, public relations efforts, and seminars are discussed. The anti-liberal feeling of society 1956-1961 caused CSLEA to enlarge

its emphasis from the study of liberal education to the social and institutional setting affecting its development. Innovations of this period include a research program, a publications program, the creation of a clearinghouse for information and service, field work, residential seminars, and a visiting staff member project. During the years 1962-1966 FAE was liquidated, causing CSLEA to face possible termination and budget and anti-liberal pressures. CSLEA became affiliated with Boston University in 1963 and became more preoccupied with the instruments of higher adult education such as the Negro College Project. The future outlook for CSLEA is briefly considered. (aj)

165. AC 000 848 I LONDON COUNCIL FOR ADULT EDUCATION, A SURVEY OF CRITICISMS, COMMENTS AND SUGGESTIONS CONCERNING ADULT EDUCATION IN LONDON, ONTARIO, 1966. Bancroft, George W. London Council for Adult Education, London (Ont.). JUL 66 61p. Published by Ontario Association for Continuing Education, Toronto, $.50.

TERMS: *community coordination, *adult education, *interagency cooperation, *cooperative planning, *educational institutions,

ABSTRACT: To find solutions to problems of adult education, the London Council for Adult Education (LCAE) promoted and financed this study of adult education in London and the role of LCAE as a coordinating agency. About 1000 questionnaires were sent to students in extension, public library courses, and public utility communication courses, businesses, and community service organizations asking about their programs and the need for, and assistance to, a coordinating agency. Students were generally satisfied with their programs and in favor of a coordinating agency. Most businesses had some sort of training programs, but were unfamiliar with adult education programs in London. They revealed their conservative attitude that unless a carefully worked out plan for a coordinating body be produced, they would not be willing to consider giving help. Community service organizations were in favor of an agency and willing to help it with information and ideas, but financial help was a question mark. The role of LCAE should be coordination and programming. Lastly recommendations were made to LCAE in such areas as primary function, membership policy, and finance. Appendixes include correspondence, 2 questionnaires, and bibliography. (sm)

Foreign Adult Education

166. AC 000 090 E ADEQUACY OF PROVISION FOR ADULT EDUCATION IN SELECTED AREAS, RESEARCH PROJECT. National Institute of Adult Education, London (England). Great Britain. Dept. of Education and Science (London). 66 EDRS PRICE MF-$0.09 HC-$2.20 55p.

TERMS: *adult education programs, *educational opportunities, *surveys, *research projects,

ABSTRACT: A survey is being carried out by the National Institute of Adult Education to assess the overall adequacy of provisions made for adult education by Local Education Authorities, university extramural departments, Workers' Educational Association districts, and volunteer associations in England and Wales. Six areas have been selected using statistics on terminal education age and socioeconomic composition of the adult population, from the 1961 census. They represent high to low points on the scale in terms of social class and educational composition. In each area a random sample of the adults will be interviewed with a questionnaire on knowledge and use of existing adult educational opportunities. Another questionnaire is designed for present participants in adult education programs. Questionnaires and instructions to interviewers are included. (ly)

167. AC 000 861 I A THEORETICAL BASIS FOR ANALYSIS OF ADULT EDUCATION IN DEVELOPING COUNTRIES, A REVIEW OF ADULT EDUCATION PROGRAMS IN RURAL COMMUNITIES OF EASTERN NIGERIA (Abstract of Ph.D. thesis). Odokara, Elijah O. Michigan State Univ., East Lansing. U.S. Agency for International Development, sponsor. 67 7p. Funding $12,000.

TERMS: *rural areas, *developing countries, *adult education, *administration, *program evaluation, evaluation,

ABSTRACT: Adult education programs in 34 rural communities of Eastern Nigeria are reviewed to compare the major elements of the development process (economic, political, social, and individual) with the adult education process. Criteria for an adequate adult education program were developed through a synthesis of models reported in the literature and from the model program recommended by the UNESCO World Conference on Adult Education. The conceptual scheme was developed in the form of an analytical grid. Nine major problems of the programs and their implications are identified and the adequacy of the objectives, activities, instructional materials, teachers, teaching methods, finances, physical resources, and administrative policies are determined. Suggestions for attacking the problems and for providing the leadership to make adult education an instrument of social change are given. The importance of gearing the adult education program to the needs and problems of its individual clientele and society is stressed. Suggestions are made for further studies to form a basis for organization of inservice training for adult education workers. (author/aj)

168. AC 000 003 E PEOPLE'S EDUCATION PLAN. Kivukoni College, Dar es Salaam (Tanzania). 66 EDRS PRICE MF-$0.09 HC-$0.80 20p. mimeo.

TERMS: *adult education, *educational planning, *community development, *developing nations, residential centers, national programs,

ABSTRACT: This document outlines a plan for adult education and community development in Tanzania intended to involve the citizens in the national development program. The principal proposals are for village and district training centers, for adult education colleges at Rungemba and Kivukoni and a community development training center at Tengeru, and for the extension of extramural classes. The staff and funds required to implement the plan are discussed. A second section of the document briefly describes the origin, history, and program of Kivukoni College, a residential college for adult education. Its staff and students are listed. (rd)

169. AC 000 863*I PROPOSED PACO ADULT EDUCATION PROGRAM FOR FARMERS OF WESTERN VISAYAS OF THE PHILIPPINES (M.S. thesis). Ortigas, Teopisto S. Indiana Univ., Bloomington. MAY 67 92p.

TERMS: *rural extension, *farmers, *educational needs, *program evaluation, adult education programs, rural areas, investigation,

ABSTRACT: In the hope that a program of adult education will be implemented to bring remedial education to the farmers of the Western Visayas of the Philippines, the objectives, curriculum, administration, accomplishments, and shortcomings of the present Philippine adult education program were reviewed and program proposals are presented in outline form. Recommendations for each provincial program are — 1) There should be an investigation of the problems and needs of farmers in the community to be served, 2) Participating groups should be encouraged to voice their needs, 3) A follow-through is required to produce effective results after the program is conducted, PACO field men and other government personnel should carry this out, 4) Field evaluation of progress should be conducted regularly. Concepts, tools, and methods of adult education are discussed. (author/aj)

170. AC 000 543MI THE FOUNDATION OF UNIVERSITY ADULT EDUCATION IN AUSTRALIA, 1886-1916 (B.A. honours thesis). Williams, E. Adelaide. Univ., (South Australia). 66 291p.

TERMS: *adult education, *university extension, historical reviews, correspondence study, Workers' Education Association, Australia,

ABSTRACT: The Australian university extension movement was responsible for adult education in Australia between 1886 and 1916. After 1913 the Workers' Education Association, a joint university-working class partnership that reflected the educational revival in England, grew in importance and eventually replaced the extension movement as the machinery of adult education. This thesis examines the history and work of the extension movement in urban areas and in the Bush, emphasizing New South Wales, Victoria, and South Australia, and suggests that the movement was stagnant by 1913. The WEA coincided with the needs of the universities themselves and harmonized with the social and political trends of the time and so successfully challenged it. Appendixes describe the Australasian Home Reading Union (1892), and list extension courses offered and enrollment figures. There are tables, figures, and a bibliography. (aj)

SEE ALSO: 56, radio, television listening groups in 30 nations; 57, educational television in Canada, Czechoslovakia, Japan; 58, radio forum in Canadian North; 91, training of adult educators in Czechoslovakia; 147, preretirement education in auto industry in Great Britain.

Research Methods and Bibliographies

171. AC 000 534 E CRITERIA IN LEARNING RESEARCH (Report of a conference, Bromwoods Residential Center, Washington University), (University College research publications, 9). Wientge, King M., ed. * DuBois, Philip H., ed. Washington Univ., St. Louis, Mo. Dept of Psychology. Washington Univ., St. Louis, Mo. University College. U.S. Office of Naval Research. NONR 816(14). 66 74p.

TERMS: *adult learning, *learning, *criteria, *measurement, *research methodology,

ABSTRACT: Eight conference papers discuss (1) the problem of differentiating effects of specific instruction from effects of other influences (growth, environment, self-instruction, etc.), (2) criteria for measuring change in proficiency, and (3) ways of relating such change to outside variables such as measurable characteristics of learners and instructors, and methodology. The issue of acceptable criteria (performance measures, etc.) of degrees of learning during practice is discussed. Suggestions are outlined for improving experimentation by assembling all appropriate measurements and data, using ordered hypotheses, and treating experimental classrooms as single subjects. The Bromwoods study describes the failure of residential students significantly to surpass adult evening classes in objective knowledge (beginning psychology) or in improved measured attitude. Difficulties in application of criteria in Naval maintenance training research are documented, and corrective procedures are indicated. A paper on the curvilinear relationship between knowledge and test performance argues for final examinations as the best existing indicant of learning. Other papers outline a framework for studying criterion measures and their generalizability across samples, situations, and contexts, and evaluate programed instruction among Naval trainees as a predictor of classroom learning. Document includes 8 tables, 11 figures, chapter references, and a list of publications. (ly)

172. AC 000 762 I CURRENT PROJECT INFORMATION, APRIL 1967. USOE. Bureau of Research. APR 67 1013p.

TERMS: *abstracts, *indexes (locators), *federal aid, *educational research, research projects, research reviews, research, USOE,

ABSTRACT: Abstracts of projects funded by the Bureau of Research, Office of Education, are displayed in order of accession number. Indexes guide the reader to the title by descriptive subject terms, names of the investigator and institution conducting the research, congressional district of that institution, Bureau of Research number and branch responsible for the research, program legislation funding the project, contract or grant number, and dollar amount given to a project. Current Project Information is produced monthly, new projects being added when they are initiated and deletions made when they are closed. (ja)

173. AC 000 553 I MANPOWER RESEARCH PROJECTS SPONSORED BY THE U.S. DEPARTMENT OF LABOR, MANPOWER ADMINISTRATION, THROUGH JUNE 30, 1966. U.S. Dept. of Labor. Manpower Administration. NOV 66 125p.

TERMS: *federal aid, *manpower development, *research projects, research reviews, financial support, labor force, training,

ABSTRACT: This report lists the contracts and grants sponsored by the Office of Manpower Policy, Evaluation, and Research since the inception of its program. The research covered such subject areas as counseling, discrimination in employment, job requirements, labor force, MDTA programs, migrants, occupations, and the handicapped. Projects are grouped according to whether they are grants or contracts. New projects for which contracts were awarded in fiscal year 1966 are listed by contractor and summarized in Part 1. Part 2 covers contracts which were carried over to FY 1966 but originated before July 1, 1965. Part 3 contains descriptions of the 7 Manpower Research Institutional Grants to colleges and universities to enable them to develop long-range research programs. Parts 4 and 5 describe the small grant program, which in its first full year provided 34 grants to Ph.D. candidates writing theses on manpower subjects and 31 grants to support a wide variety of projects in the field. Part 6 lists completed projects. Appendixes include sources for contractors' reports, guidelines to be used in applying for contracts, grants for doctoral dissertations, and for research projects. Not listed in this publication are contracts for experimental and demonstration projects. (eb)

174. AC 000 010 E GRADUATE RESEARCH IN ADULT EDUCATION AND CLOSELY RELATED FIELDS AT FLORIDA STATE UNIVERSITY, 1950-1956. Carpenter, William L. * Kapoor, Sudarshan. Florida State Univ., Tallahassee. JUN 66 EDRS PRICE MF-$0.18 HC-$3.44 86p.

TERMS: *annotated bibliographies, *adult learning, *adult education, educational research, abstracts, educational methods, program,

ABSTRACT: In this compilation of abstracts of 78 doctoral dissertations and masters theses prepared at Florida State University in adult education and related fields, 48 percent come from the field of education (education, home and family life, and social welfare), 6 percent from psychology and sociology, and the remainder from other departments. Research reports are described briefly as to purpose and methods, with a summary of findings. Areas covered are – agency and program analysis and evaluation, program development and planning, community development and community services, adult education practices, methods and techniques, the adult educator, clientele analysis, and adult learning. (fh)

175. AC 000 870 E UNITED PRESBYTERIAN NATIONAL EDUCATIONAL SURVEY, AN INTERDISCIPLINARY RESEARCH PROJECT, VOL. I, THE RESEARCH MODEL. Whitman, Lauris B., ed. * and others, ed. National Council of the Churches of Christ, U.S.A. Dept. of Research. United Presbyterian Church, U.S.A. Board of Christian Education. 66 64p.

TERMS: *research methodology, *models, *religious education, *communication theory, *statistical analysis,

ABSTRACT: As part of its overall evaluation of its educational curriculum, the United Presbyterian Church, in 1964, commissioned the Dept. of Research of the National Council of Churches to provide systematic and coherent profiles of communicants, youth, church school teachers, and ministers. This research is based on the interdisciplinary approach to social communication developed by the behavioral scientists (as a prior and more general problem than learning). The theoretical model used states that social role systems integrate behavior in social environments and social institutions. Social role systems are composed of at least 3 component systems – beliefs, skills, and motivations. This document, Vol. I of the series, describes the sampling procedure. Two-stage cluster sampling was used, the first stage being a systematic random sampling of churches representing all synods and geographic regions of the church. The sample churches became clusters from which the sample of individual respondents was drawn. Over 3000 questionnaires were mailed, the response rate being 67.7 percent. Data on religious affiliation were checked for representativeness against those from the Census of 1957, the NORC survey, and those from the Survey Research Center at the University of Michigan. It was found that this sample was better educated, older, more affluent, and with higher educational status than most other religious groups. Document includes tables and bibliographies. (eb)

176. AC 000 854JI PLANNING EDUCATION FOR THE FUTURE, COMMENTS ON A PILOT STUDY (Special issue of American behavioral scientist 10(7), Mar 1967, pp.1-12, 21-31). Adelson, Marvin * and others. California Univ. (Los Angeles). Inst. of Gov. and Public Affairs. Charles F. Kettering Foundation, sponsor. 67 2[illegible]p.

TERMS: *educational change, innovation, *educational planning, research methodology,

ABSTRACT: The Institute of Government and Public Affairs at UCLA held a multiple disciplinary seminar on possible changes in American education. All participants were professionally qualified in some sphere related to education. The minimum goal of the study was to create a display of seemingly desirable educational innovations, with tentative estimates of their costs if adopted on a national basis, and some notion of the demand for them. A supplemental goal was to experiment with and develop the Delphi method as a planning aid for educational policy makers. This is a method for the systematic solicitation and collation of expert opinion, which replaces consensus through discussion and debate, by sequential individual interrogations, each of which embodies computed consensus as feedback from previous parts of the program. Respondents selected a large number of innovations. Of main importance was the raising of teachers' salaries and secondly, increasing the breadth of student participation, by educational leaves for adults or by sending children to school prior to age five. Costly new equipment was not given much support. Of the innovations, 16 related to various aspects of adult education and training. (eb)

177. AC 000 657 I ANALYSIS OF RESEARCH ON SELECTED ASPECTS OF EVALUATION IN ADULT EDUCATION (Bibliography only). Sutton, Elizabeth W. Florida State University, Tallahassee. USOE. Cooperative Research Program. CRP-S-449-64 66 31p.

ABSTRACT: This bibliography begins with general references in adult education research. Part II, Evaluation research, emphasizes programs in agriculture and home management offered through cooperative extension and is divided into — 1) Behavioral change, 2) Effectiveness of methods (TV, radio, meetings), and 3) Adoption-diffusion process. Other sections of the bibliography are on university extension, evening colleges, junior or community colleges, public school adult education, and Great Books. (aj)

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